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Recent Theses in Education

An annotated list of 242 theses deposited with the Office of Education and available for loan

Prepared in the Library Division
Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR · *Ray Lyman Wilbur, Secretary*
OFFICE OF EDUCATION · · · · · · · · · · *William John Cooper, Commissioner*

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FOREWORD

In the following pages are listed the theses received in response to our recent request that a copy of each doctor's thesis and each outstanding master's thesis in education be filed in the library of the United States Office of Education. Two hundred and forty-two theses have been received—132 doctors' theses and 110 masters' theses. Most of them were completed and issued during the school year 1930–31, but a few for other years which were received in response to this request have been included in this first published list.

All theses listed have been given the Library of Congress classification and are now available through interlibrary loan to students engaged in educational research. Application should be made through the borrower's librarian to the Librarian of the United States Office of Education.

This service has been instituted by the Office of Education in response to many suggestions. Numerous deans of education, research workers, librarians, and superintendents have urged that some central agency collect information on studies completed but not published and studies in progress. They have further urged that the central agency selected make completed studies readily available.

The cooperation accorded this office in this new service has been very generous. Some schools of education and graduate schools have sent copies of all recently published theses in education; some have sent manuscript copies; some institutions have stated that it is impossible or inadvisable at present to require graduate students to deposit theses in this office but have forwarded our request to all recent candidates for the doctorate; many individuals have themselves submitted copies of their theses; and some institutions which issue abstracts or annotated lists have forwarded such publications. Such cooperation makes it probable that this office will become a depository for graduate studies in education. Additional lists will be issued as the receipt of theses warrants.

RECENT THESES IN EDUCATION

An Annotated List of 242 Theses Deposited with the Office of Education and Available for Loan

ADMINISTRATION AND FINANCE

Belser, Danylu. Conditions and practices influencing the elementary education of white children in the public schools of Alabama. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. Birmingham, Ala., Birmingham printing company [1930]. 310 p.

The following conclusions were drawn from the study: Legal aspect of school support should be reconsidered; state and county superintendents should be appointed by competent boards and not elected by popular ballot; qualifications for county and city superintendents and for elementary school principals should be raised; elementary school principal should be made chief supervisory officer of his school; state should inaugurate complete system of permanent school records; future school building programs should be based upon surveys of factors influencing such program; long-term program of curriculum revision and construction is needed; classification and promotion of pupils should be made on basis of physical, mental, and social educational development; state should establish minimum standards for approved elementary schools.

Broady, Knute O. Administrative measures of the adaptation of schools to individual differences. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y.

A formulation of present best opinion and practice in providing for individual differences. The policies collected and evaluated are those which indicate the type of individual for whom adjustment should be made and the specific adjustment needed.

Cooper, Hermann. An accounting of progress and attendance of rural school children in Delaware. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 150 p. (Contributions to education, no. 422.)

A report of results secured from an analysis of the eight-year individual attendance and progress cumulative records of the 1915 entrants into grade 1 of the rural and village schools of the State of Delaware. The attendance conditions found are due to defects in the attendance law, the attitude of mind in the adult population of the attendance district, the economic necessity on the part of the parents, and the sociological conditions surrounding community life. The book contains many remedial suggestions.

Dales, Orrin Penfield. A study of supervising officials in New York State. Doctor's thesis, 1931. New York university, New York, N. Y. 173 p. ms. Appendix: 142 p. ms.

The purpose of this study was to discover and analyze important facts about the persons engaged in supervisory work in the public schools of New York State outside of New York City. Questionnaires were sent to 38,875 persons, and replies were received from 98.1 per cent of the personnel.

Davis, L. W. An investigation into the conduct and financial support of playground and recreational activities in selected states. Master's thesis, 1931. New York university, New York, N. Y. 62 p. ms.

The purpose of the study was to determine the amount of legal support for the financing and conducting of out-of-school-hour programs on school property, and to determine if school buildings, grounds, equipment, and funds are being used without legal support.

Davis, Percy R. State publication of textbooks in California. Doctor's thesis, 1930. University of California, Berkeley. Berkeley, California society of secondary education, 1930. 91 p.

A consideration of the educational and financial aspects of state publication of basal elementary textbooks in California. Findings: The existence of any financial saving to the State of California resulting from the state publication of textbooks is doubtful; the total cost of textbooks is relatively insignificant; the possibility of comparatively slight financial savings should not be permitted to curtail an ample, regular, and unrestricted supply to the school of the best modern books produced; the policy of state printing operates in this State to curtail such a supply; and for these reasons state publication of textbooks in California can not be defended upon financial or educational grounds.

Dillon, Marie. High school physical examinations and recommendations for improvement. (A case study of three city high schools.) Master's thesis, 1931. New York university, New York, N. Y. 56 p. ms.

A case study of three girls' secondary schools in New York City over a period of three years. All three schools examined the students in the same ten items, but there was no consistent improvement in any one item in three years.

Fox, John Fenton, *jr.* Organization and administration of recreation in a city with a population under 25,000. Master's thesis, 1931. New York university, New York, N. Y. 100 p. ms.

The study gives present recommended theories by leading recreation experts and actual practices in nine typical cities under 25,000.

Hamon, Ray L. Utilization of college instruction rooms. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. Nashville, Tenn., 1930. 99 p.

Complete data were collected on 1,393 instruction rooms in 22 colleges located in the Middle West, New England, the South and the metropolitan area of New York City. The one-hour period and the full college week were used as units of utilization measurement. Conclusions: Recitation and lecture rooms were used more during the periods before lunch, and laboratories were used slightly more during the four periods following lunch. Teachers colleges showed a higher utilization than liberal arts colleges, engineering colleges, and state universities.

Harshman, Floyd E. Adjustments in secondary education during the decade 1920–1930. A survey and evaluation of adjustments reported by a group of secondary school principals. Doctor's thesis, 1931. New York university, New York, N. Y. 288 p. ms.

The study gives adjustments in secondary education during the past decade as reported by 227 high school principals, and tries to evaluate typical practices in terms of a democratic philosophy of education.

Hill, Henry E. State high-school standardization. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. Lexington, Ky., University of Kentucky, 1930. 96 p. (Bulletin of the Bureau of school service, vol. 2, no. 3, March 1930.)

This study gives a brief history of state high-school standardization, describes the standards of 1929, and shows the trends during the past decade. Data were secured from bulletins and other publications of the 48 states; and from a personal investigation of 24 high schools of North Carolina. The author gives some principles which should apply to state high-school standardization, and indicates their application to the establishment of state standards for high schools.

Hodgdon, Daniel R. Legal aspects in the administration and control of public school property. Doctor's thesis, 1931. New York university, New York, N. Y. 2 vols. (399 p.) ms.

The problem of this study was to discover and formulate the general principles which have been established through the mass of judicial decisions and legislative enactments as such enactments are involved in the judicial decisions concerning school property.

Horstick, Simon Motter. A study of sources of revenue for public education in New Jersey. Doctor's thesis, 1931. University of Pennsylvania, Philadelphia. Philadelphia, University of Pennsylvania, 1931. 140 p.

The problem was to investigate public school finance in New Jersey for the purpose of suggesting other sources of taxation for the support of public schools in the several counties of the State.

Katzin, Samuel. A comparative study of the problem of control in the administration of higher education in the United States and Europe. Doctor's thesis, 1931. New York university, New York, N. Y. 200 p. ms.

A comparative study of control of functions of university government in the following countries: United States, England, Germany, France, Belgium, Italy, and Poland. The purpose was to determine truthfulness of the criticism that American universities are governed entirely by outside agencies, while European universities are claimed to be autonomous. Findings: While legally university control in America presents marked contrast with European universities, in actual practice neither are the American universities fully under outside control, nor the European universities under internal control. Both in America and in Europe the control of universities is mixed, possessing some of the features of internal and of external control.

Keliher, Alice V. A critical study of homogeneous grouping in elementary schools. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y.

Findings: Indications are that effects of homogenous grouping on society may be harmful through development of harmful attitudes and mental habits. Homogenous grouping is not desirable in our elementary schools.

Kemmerer, Walter William. School accounting by machine methods. Doctor's thesis, 1930. Columbia university, New York, N. Y. Houston, Tex., Auxiliary directory company, 1930. 178 p.

This study is intended to serve as a means of discovering and making available the advantages which may be derived from the use of mechanical equipment in school accounting and related procedures. Data were secured from a personal study of 17 public-school systems, and from information secured by correspondence and other indirect means from 17 other public-school systems, all using mechanical accounting equipment.

Land, S. Lewis. The function of the National trade association in the promotion of training in industry. Doctor's thesis, 1931. New York university, New York, N. Y. 187 p. ms.

A survey of educational work by trade associations, with recommendations for more effective relationship between school and industry.

Linn, Henry H. Safeguarding school funds. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y.

This study has attempted to determine reasons why school funds have been and are being lost and misused; to point out what are the fundamental safeguards that should be set up to protect the school funds; to point out the weaknesses of safeguards used at present; and to offer suggestions to remedy these weaknesses. It was found that large sums of school funds are being lost through embezzlement, graft, bank failures, failure to collect and account for all sources of income, excessive payments, poor investments and general mismanagement. Of all the financial safeguards, accounting is the most essential.

MacDonald, Douglas S. An investigation of the current practices in interschool athletics of the four-year high schools of Connecticut. Master's thesis, 1931. New York university, New York, N. Y. 49 p. ms.

Data were secured from questionnaires sent to the principals of all four-year high schools in Connecticut. Fifty-eight of the 59 schools reporting, support interclass athletics, while 82.1 per cent support an intramural program. Baseball and basketball are the two most popular sports. Eighty-two and six-tenths per cent of the schools require participants to obtain passing marks in three subjects. Ninety-three and one-tenth per cent of the schools employ teacher-coaches.

McGinnis, William C. School administration and supervisory organizations in cities of 20,000 to 50,000 population. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1929. 103 p. (Contributions to education, no. 392)

A study of the present practices in cities of 20,000 to 50,000 population in regard to the administrative and supervisory organizations.

McKelvie, William David. Selection of a school site in Washington, N. J. Master's thesis, 1931. New York university, New York, N. Y. 35 p. ms.

This study covers the need for a school, future growth of school and community, the ability of the town to finance a new school, possible locations, and the best location. The location for the new school was chosen by a comparison of various sites.

Phillips, Wendell H. The transportation of pupils in Susquehanna county, Pennsylvania, with suggested improvements. Master's thesis, 1931. New York university, New York, N. Y. 67 p. ms.

The problem of this study was to become familiar with the causes leading to the consolidation of schools in Susquehanna County, Pa., with the transportation of pupils at public expense from their homes to the consolidated schools; and to evolve a set of recommendations whereby the transportation of the pupils may be more satisfactory to the pupils, their parents and teachers.

Reeves, Mildred Russell. An analysis of the doctoral degrees conferred by New York university 1923–1929. Master's thesis, 1931. New York university, New York, N. Y. 207 p. ms.

It is the purpose of this study, through an analysis of 173 degrees, first to determine whether or not the type of training which is required for the Ph. D. degree at New York university is at variance with the uses to which it is put; to undertake a comparative analysis of the policy, organization, and finished products of the graduate school of arts and sciences and the graduate school of education in one American university; and to attempt to make some estimate of the rôle played by each school in the field of graduate education at New York university.

Reitze, Arnold W. The organization, functions, and administration of a city department of visual aids. Master's thesis, 1931. New York university, New York, N. Y. 189 p. ms.

A study of visual aids departments throughout the United States. Some 148 persons submitted data. Findings: When properly organized and administered a visual aids department is one of the most valuable departments in a school system.

Rice, Ralph Samuel. A comparison of consolidated schools and one-room schools. Master's thesis, 1930. Pennsylvania State college, State College, Pa. 165 p. ms.

The purpose of the study was to compare the pupils who have attended or are attending the consolidated schools and those who are or have been associated with the rural type of school. Data indicate that the consolidated school is superior to the rural school in many phases of education; particularly in matters of efficiency, promotions, associations, greater hold on pupils, more efficient preparation for life work, and in developing manhood and womanhood.

Schwalje, Walter. New York state academic Regent's examinations; analysis and recommendations. Doctor's thesis, 1931. New York university, New York, N. Y. 306 p. ms. Appendix: 107 p. ms.

Historical review, showing changes which have come about; and viewpoint of executives, teachers, and students with regard to examination schemes. Gives an evaluation of organization and content of certain core subjects in which examinations are given.

Sharp, Lloyd Burgess. Education and the summer camp; an experiment. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 114 p. (Contributions to education, no. 390.)

The purpose of this study was first, to set up a plan for the reorganization of Life's summer camps, based upon the hypothesis that camping should be essentially an educa-

tional enterprise and not merely a relief measure or a means of providing fresh air; and second, to operate these camps for a four year period, making such applications and recommendations as seem warranted basing them upon an analysis of the program in operation.

Smith, Charles Alonzo. Some relationships existing in school expenditures among Florida counties. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1929. 54 p.

This study is an attempt to analyze the current expenditures as reported in the unpublished data from the State superintendent of public instruction, Florida, for 1926–1927 to show the existing degree of variation in per-pupil expenditures for current expense among Florida counties, and to determine the relationships which indicate the causes of such variation.

Tibbetts, Keim Kendall. A study of the financial condition of the public schools at Wheaton, Illinois. Master's thesis, 1931. University of Chicago, Chicago, Ill. 125 p. ms. Bibliography: p. 124–25.

This study gives a brief review of receipts and expenditures during the past decade, and presents a plan of procedure for the management of annual operating and capital costs so that revenue receipts and expenditures will closely match each other.

Winters, Thomas Howard. An evaluation of typical attempts to equalize educational opportunity by state aid. Doctor's thesis, 1930. Ohio state university, Columbus. 836 p. ms.

This study involved the definition of the problem of equalization, brief examination of equalization in 48 states, study of entire school financial system in 13 states, evaluation of results, etc. Findings: No state has taken into consideration all of the factors necessary for complete equalization; complete equalization is hardly possible without leveling some subdivisions downward; certain principles must be followed to proceed in the right direction. These are set up.

Workman, Frederick L. The purpose of the continuation school in education. Master's thesis, 1931. New York university, New York, N. Y. 64 p. ms.

To establish the aims or objectives of continuation schools.

Yakel, Ralph. The legal control of the administration of public school expenditures. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 167 p. (Contributions to education, no. 388)

The purpose of this study was to determine what legal control is exercised over the administration of public school expenditure and to isolate, reveal and evaluate some of the most important legal principles which have been evolved by the courts and legislatures for the control of school expenditures. It was found that there has been a decided trend in the various states to increase the control of the state over matters of school administration; the legal control of expenditures is usually quite objective in the cases coming before the courts, and the decisions concerning such matters are numerous. In a proposed code developed in this study, the fundamental considerations of the proper province of administrative action and the institution of the necessary safeguards form the framework upon which the organization for the control of the administration of public school expenditures is built.

BUILDINGS AND EQUIPMENT

Blom, Edward Charles. Radio and electric power supply equipment for schools. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 189 p. (Contributions to education no. 409.)

This study deals with electrical equipment used for instructional purposes. The kinds of equipment considered are those associated with school radio installations, and electric power supply for high-school science rooms. The study purposes furnishing school administrators with information to guide them in selecting equipment and in placing installations, and informing the manufacturers of the needs of the schools which their products must satisfy.

Cleland, Paul Swift. A study of the present use of certain college stadia. Master's thesis, 1931. New York university, New York, N. Y. 210 p. ms.

A study of 50 college stadia in the United States. Findings: Athletic activities were conducted in all the stadia and consumed most of the time. Activities such as college functions, fireworks, displays and pageants ranked next in order. The stadia in the northern states were used more months of the year for athletic activities and the stadia in the southern states were used more months of the year for nonathletic activities.

Sharman, Jackson R. Physical education facilities for the public accredited high schools of Alabama. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y.

The purpose of this study was to determine what facilities are necessary for carrying out in a satisfactory manner the program of physical education in the accredited public high schools of Alabama. A survey of the physical education facilities and programs in 38 per cent of the public accredited high schools of Alabama was made. Data concerning the present situation are given and a physical education program for Alabama high schools is outlined.

Smith, Harvey A. Economy in public school fire insurance. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 111 p. (Contributions to education, no. 428)

The purpose of this study was to discover economical and safe methods of insuring public school buildings against fire. The study aims to point out methods of reducing premium costs by removing such fire hazards as may exist in school buildings; to point out methods of economy through proper insurance procedure; and to determine whether self-insurance and State insurance are practical and economical.

Smith, Milton Myers. The equipment of the school theater. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 78 p. (Contributions to education, no. 421)

Findings indicate that school plays are practically universal; most of the work in play production is extracurricular; a good portion of schools have a teacher who has had some training in play production; most schools have an auditorium designed among other things to be used for plays. Principles of auditorium construction in regard to acoustics, sight lines, hygienic and aesthetic considerations, and details of the school stage and its equipment are given.

CURRICULUM STUDIES

Aldworth, Eleanore. A comparison of principles for evaluating health source materials with those designed for general textbooks. Master's thesis, 1931. New York university, New York, N. Y. 107 p. ms.

Principles for judging textbooks in general received as much critical study as did the seven health authorities used in the comparison. Findings: More agreement among authorities on mechanical make-up of texts than upon subject matter, organization, style, etc., although the latter were investigated more thoroughly.

Baird, Don O. A study of biology notebook work in New York State. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1929. 118 p. (Contributions to education, no. 400)

An evaluation was made of notebooks from 50 schools; of the biology texts and laboratory manuals used in these schools; and examination questions given in secondary schools of New York State.

Bateman, Marjory. A program of physical education for training the nonspecialized elementary teacher based upon present procedure and present needs

in the state of Wisconsin. Master's thesis, 1931. New York university, New York, N. Y. 165 p. ms.

The study deals with the physical education programs in teachers colleges in the United States; the content of courses and administration of them in 11 teachers colleges having the most satisfactory physical education programs.

Benway, Harold F. A comparative study of the educational efficiency of the two-year commercial curriculum and guidance program in Lincoln high school, Jersey City, N. J., with that of other curricula in the same school. Master's thesis, 1931. New York university, New York, N. Y. 59 p. ms.

Eighty-seven cases were studied in follow-up at Lincoln High school, Jersey City, N. J. Findings: There is a great amount of waste in drop-outs and subject failures in the curriculum. Two-year graduates are more successful in securing and holding commercial positions than two-year drop-outs of other curricula.

Betzner, Jean. Content and form of original compositions dictated by children from five to eight years of age. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 53 p. (Contributions to education, no. 442)

A collection of children's compositions, 1,215 in number, supplied the data for this study.

Black, Oswald F. The development of certain concepts of physics in high school students. An experimental study. Doctor's thesis [1930] Teachers college, Columbia university, New York, N. Y. Potchelfstroom, South Africa, "Die Weste" [1930] 211 p.

"In this study an attempt is made to contribute something to the problem of subject matter and method in high-school physics and general science from the point of view of conceptual development."

Bushnell, Paul P. An analytical contrast of oral with written English. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 87 p. (Contributions to education, no. 451)

Teachers of ten sections of tenth-grade English gave their pupils the same subject for both oral and written themes, which were later analyzed. In general, oral compositions are looser, more fluid, inaccurate and incoherent than the written. Considerable evidence is presented in the study to the effect that oral English at this level of maturity is not radically different from written, having its own distinctive merits and qualities, but that it is generally just a less precise, logical, integrated form of expression. No reliable sex differences appear.

Choate, Ernest Alfred. The relation of the literary background recommended by courses of study to that found in current literature; a comparison of the literature advocated by courses of study in grades four to twelve in the public schools of the United States with that alluded to in the most widely read literature in the United States. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. Philadelphia, 1930. 72 p.

The purpose of this study was to investigate the relationship between two previously mentioned conditions, the inclusion of courses of study in literature in the curriculum and the reading of the general public. The inquiry aims to ascertain the type of literary background recommended by the courses of study in literature of the public schools, and to compare it with the literary background the great mass of readers meets.

Clarke, H. Harrison. Required physical education for men in universities. Master's thesis, 1931. Syracuse university, Syracuse, N. Y. 115 p. ms.

The purpose of this study was to determine what should constitute the required physical education program for men in a university; to determine what organization is best fitted to direct the program; to determine what relationship should exist between the professional school of physical education for men and the required physical education program; and to determine what should constitute the required physical education program for men at Syracuse university.

Congdon, Allan Ray. Training in high-school mathematics essential for success in certain college subjects. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 102 p. (Contributions to education, no. 403.)

Training in high-school mathematics is interpreted to include the various outcomes from the study of algebra, geometry, and trigonometry, such as facts, concepts, skills, general processes, and methods of procedure. This investigation makes use of Oscar M. Stewart's Physics, a textbook for colleges, as the chief source of data. The mathematical vocabulary used has been determined by a careful word count for the entire text; the symbolism employed in the text has been examined, tabulated, and compared with that of other texts in physics and chemistry; the facts, concepts, skills, general processes and methods of procedure which are used have been analyzed and tabulated. Findings: College students dealing with quantitative data make use of an extensive symbolic language quite different from that used in high-school mathematics. The author lists a number of subjects to which increased emphasis should be given if a student trained in high-school mathematics is to be successful in the college subjects dealing with quantitative data.

Conley, Lillian M. A study of the coordination of the subject matter of the curriculum of the elementary schools of New York City. Master's thesis, 1931. New York university, New York, N. Y. 35 p. ms.

The study proposes to discover new trends in education as indicated by revised curriculum; to find the relation between the revised curriculum and modern accepted theory and practices; to discover what modifications might be necessary to harmonize the two. Findings: Courses of study need coordination within themselves and with the curriculum as a whole; materials of instruction prescribed in courses need evaluation; a general committee for revision of the curriculum should be maintained.

De Sales, *Brother* Francis. The Catholic high-school curriculum, its development and present status. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1930. 62 p.

Bibliography, p. 57–62.

This discussion represents a summary of the results obtained in a recent investigation, the purpose of which was to analyze, compare and interpret, the practice in the organization of the Catholic secondary-school curricula. An attempt was made to determine the practices which seem to prevail with respect to the differentiation of curricula, the basic courses common to all curricula and the specific courses most frequently designated.

Eisenhard, Charles W. The practical arts courses in the junior high schools and in the commercial night schools of Allentown, Pennsylvania, in relation to the industrial needs of the city. Master's thesis, 1931. New York university, New York, N. Y. 86 p. ms.

A study was made of the junior high schools, the commercial night school of Allentown, and of the needs of industry in the city.

Fairchild, Calphurnia L. Ethics and art—a study of three artists and their philosophies. Master's thesis, 1931. New York university, New York, N. Y. 97 p. ms.

The purpose of this study is to show that artists have philosophies, and to show how great works of art have not only an æsthetic but a spirtual value. The works of Jean François Millet, George Frederick Watts, and Violet Oakley were chosen because of the ethical value of their art.

Johnson, Mildred B. A comparative analysis of the "Gregg shorthand manual" and the "Gregg speed studies," anniversary editions. Master's thesis, 1931. New York university, New York, N. Y. 139 p. ms.

The purpose of the study was to determine the extent to which the connected matter of the "Gregg manual" and "Gregg speed studies" embody the theory principles. word lists, brief forms and phrases, as presented in the manual. Findings: The con-

nected matter does not sufficiently embody the theory principle, words, brief forms or phrases for the reason that the student must carry his learning of shorthand to the place where it will function in connected matter.

Kent, Ronald Wilson. Curriculum revision in the Essex county vocational schools. A practical revision of the curricula of the Essex county boys' vocational schools and the reorganization of instructor and student assignments and schedules to meet the requirements of the revised curricula. A program carried out in its entirety by the regular personnel of the Essex county vocational schools in connection with their regular duties. Doctor's thesis, 1931. New York university, New York, N. Y. 189 p. ms.

The study deals with the practical revision by the regular personnel of the schools of the curricula of the three all-day vocational schools for boys operated by the Essex county vocational school board.

Lackas, John C. To what extent is the subject matter of business law textbooks in agreement with the subject matter of litigated cases? Master's thesis, 1931. New York university, New York, N. Y. 60 p. ms.

An analysis and tabulation of the contents of five business law textbooks and a comparison of the data so assembled with an analysis and tabulation of the litigation reported in the Atlantic reporter. Findings: That the contents of business law textbooks are uniform and largely confined to an exposition of the law of contracts whereas the analysis of the litigation revealed a variety of topics not discussed in the textbooks and in many instances the topics which were not treated in the textbooks or were given negligible consideration were those most frequently involved in litigation.

Lockhart, Raymond John. Units of safety education by correlation in a secondary school curriculum. Master's thesis, 1931. New York university, New York, N. Y. 104 p. ms.

Safety education is correlated with the various subjects in a secondary school curriculum.

McGowan, *Mrs.* Ellen Beers. A comparative study of detergents with special reference to the teaching of the subject. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 125 p. (Contributions to education, no. 441)

Problem has been worked out from: (1) The technical aspect, including scientific background, properties, and behavior of detergents, analyses, comparison of physical characteristics of fabrics or surfaces to which detergents are applied, and effect of detergents on fabrics with reference to soil removal and tensile strength; and (2) educational aspects, including the descriptive and analytical material from which the teacher may choose that which is best suited to her needs.

Merrill, Frances Elizabeth. The formulation of criteria for the evaluation of typewriting textbooks and a comparison of current typewriting texts according to the criteria. Master's thesis, 1931. New York university, New York, N. Y. 118 p. ms.

A study was made of the collection of typewriting texts in the office of the Department of business education, New York university. All the texts published since the beginning of the year 1926 were examined to see that they fulfilled the following qualifications: texts designed for use in the senior high school; those that have as their objective the training of typists in the fundamentals of accurate typing; those that try to familiarize the student with common business forms and practices; and those that allow a maximum of two years as the training period.

Murray, Lillian B. A proposed four year professional course leading to a baccalaureate degree with specialization in science and physical education. Master's thesis, 1931. New York university, New York, N. Y. 76 p. ms.

A study was made of the small or rural high schools in the United States with enrollments of 100 or less, in order to determine the content of a four-year professional course in science and physical education that will offer training for teaching these subjects in high school.

Nesbitt, Mary. Arousing children's interest in Russian music. Master's thesis, 1931. New York university, New York, N. Y. 42 p. ms.

Material is grouped to aid the music supervisor to so work with the teacher that she can help the pupils get a finer appreciation of music and a knowledge of how closely music links up the various parts of the world.

Noé, J. Thurston. Vocational music in the public schools. Master's thesis, 1931. New York university, New York, N. Y. 146 p. ms.

The problem of this study of vocational music in the public schools is one of surveying the accumulated literature in the field of music education in an attempt to discover the salient facts concerning its development, social and philosophic basis, and its place and practice in the public schools as revealed through educational literature. Data were secured by the use of two schedules of information on which returns were received from 190 cities in 34 states.

Olenbush, Mercy. Standards for elementary shorthand for a small city high school. Master's thesis, 1931. New York university, New York, N. Y. 239 p. ms.

A study was made of a battery of tests and results for each of four quarters of the school year given to pupils of one high school.

Pease, George Kent. A study of the grammar usages and errors and their treatment from seventh through twelfth grades in Woodridge (N. J.) high school. Master's thesis, 1931. New York university, New York, N. Y. 95 p. ms.

A survey of written composition in the seventh through the twelfth grades, in a small high school of a typical New Jersey community. Conclusions: Study of grammar needs revision toward simplification and deletion of much teaching of nonessentials.

Powell, Jesse Jerome. Real and genuine problems in algebra. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 100 p. ms.

The purpose of the study was to select a list of 500 of the best algebra problems available at the present time, the selection being based on the factors of genuineness, importance and interest. The following sources of data were employed: a list of 1,300 problems selected from a group of 3,000 contributed by 500 experienced algebra teachers; results of the rating by another group of 500 experienced algebra teachers, to secure their judgments with regard to the genuineness, importance, and interest of the problem; etc. Suggestions are made for the teaching of algebra problems based upon the findings.

Range, Edward E. The treatment of the subject of war as found in current Connecticut junior high school history texts. Master's thesis, 1931. New York university, New York, N. Y. 42 p. ms.

An analysis of the emphasis on war and peace in junior high school history texts was made. There has been a decrease in the amount of space (words and illustrations) devoted to military history, and an increase in economic, social, and political history.

Rivlin, Harry N. Functional grammar. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 93 p. (Contributions to education, no. 435.)

A study was made of the attitudes towards functional grammar held by classroom teachers, associations of English teachers, experts on the teaching of English, and writers of grammar textbooks, in order to trace the change in the emphasis placed on functional grammar. It was found that present textbooks stress functional grammar much more than they did 30 years ago.

Roe, Warren Adams. The effect of pupil transfers upon the curriculum offered by city high schools in metropolitan areas. Master's thesis, 1931. New York university, New York, N. Y. 50 p. ms.

Findings: Curricular changes from special type high schools to comprehensive high schools are probably due to adjustment needs of transferring pupils.

Rubado, Clarence A. Problems of the city school superintendent in the field of arithmetic. Doctor's thesis, 1929. Teachers college, Columbia university,

New York, N. Y. New York city, Teachers college, Columbia university, 1930. 107 p. (Contributions to education, no. 406.)

The purpose of the study was to organize the results of investigations in arithmetic so that they can be related to the work of the superintendent, and to determine what administrative and supervisory problems there are in the field of arithmetic which require specific knowledge on the part of the superintendent of schools and demand solution by him.

Sanford, Blanche R. The place of creative art expression in the elementary school curriculum. Master's thesis, 1931. New York university, New York, N. Y. New York city, New York university, 1931. 69 p.

The study was developed from the psychological bases of art expression to the present creative expression through art in the public schools.

Shang, Chung I. A method of selecting foreign stories for the American elementary schools, applied to the evaluation of stories translated from the Chinese folk literature by the author. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university 1929. 46 p. (Contributions to education, no. 398)

In this study, 1,030 stories were gathered from original Chinese sources. Thirty stories were selected from this list for American children in elementary schools.

Shouse, Mary. The status of required music in the California high schools. Master's thesis, 1931. New York university, New York, N. Y. 82 p. ms.

This is a study of the music required for graduation in the high schools of California. One hundred and sixty-five senior high schools of California sent in replies to a questionnaire having to do with enrollments of music departments, questions concerning the number of music courses offered, the number of teachers on the music faculty, assembly music, and with music which is extracurricular. Data indicate that no music is required above the eighth grade except in a very small percentage of schools, and that more than 70 per cent of the students do not elect music and are largely dependent on incidental sources for the music which they happen to hear.

Soisson, Magdalen E. Secretarial curricula in colleges and universities. Master's thesis, 1931. New York university, New York, N. Y. 170 p. ms.

The purpose of this study was to make an investigation of the status of secretarial curricula in colleges, universities, and technological institutions, and to make a critical analysis of the secretarial curriculum at Notre Dame college of John Carroll university, Cleveland, Ohio, in the light of these data.

Stover, C. Franklin. An investigation of the chemistry terminology demanded for an intelligent reading of current literature. Master's thesis, 1931. Pennsylvania State college, State College, Pa. 75 p. ms.

A study was made of 48 issues of the Literary Digest taken in a random sampling of all seasons during a period of eight years. Findings: Surveys of the broad classifications of topics found in an analysis of current literature have underestimated the frequency with which chemistry actually appears in the press and in periodicals. The usefulness of a knowledge of chemical terminology in reading periodical literature has been shown to be considerable.

Wachob, Roland. Survey of the methods and contents of basketball teaching. Master's thesis, 1931. New York university, New York, N. Y. 125 p. ms.

The study includes the fundamentals of basketball as well as phases of team development.

White, Bernice. Music dictation. An overview of the subject, including its history, something of its status in music curricula, a comparison of scholastic standards, conclusions and suggestions. Master's thesis, 1931. New York university, New York, N. Y. 34 p. ms.

The standards were found to be variable.

EDUCATION IN FOREIGN COUNTRIES

Douglas, J. Leonard. Education in Czechoslovakia. Master's thesis, 1931. New York university, New York, N. Y. 40 p. ms.

A study of elementary, secondary, and university education; and the Czechoslovakian constitution. Gives a general summary of education as it exists in Czechoslovakia to-day.

Goss, George E. Some contributions of the American Young Men's Christian association to physical education in Europe from 1918 to 1928. Master's thesis, 1931. New York university, New York, N. Y. 138 p. ms.

This study aims to set forth some of the contributions in the field of physical education of the American Y. M. C. A. to the peoples of the countries of Europe without regard for color, class, or creed.

Meier, Lois. Natural science education in the German elementary schools. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930 158 p. (Contributions to education, no. 445)

The study was undertaken as an investigation of natural science education in German elementary schools and teacher-training institutions with possible implications for natural science education in similar American institutions. Observations and research for the study were carried on in Germany over a period of 13 months in 1927 and 1928. From a study of educational practices in Germany, certain implications with regard to natural science education in the United States are evident. The situation in the United States is less open to analysis than in Germany where natural science and its introductory study *Heimatkunde* are prescribed subjects of the curriculum which is determined by the Ministry of education of each state.

Rose, Hildegard. Education in modern Germany. Master's thesis, 1931. New York university, New York, N. Y. 113 p. ms.

The purpose of this study was to investigate the present status of changes and trends in the system of education introduced in Germany after the revolution of 1918. Findings: There are two groups of forces at work in shaping modern German education; one makes for greater unity, while the other makes for better distinctions. Equality of education is extended only to the equally endowed, and not to everybody.

Silva, Irma Salas. The socio-economic composition of the secondary school population of Chile. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. Santiago, Chile, Lagunas and Quevedo, 1930. 145 p.

This study purposes to discover the extent to which the public secondary school in Chile is democratic, and to investigate the expectations of the high-school students in regard to their vocational future. Findings: Secondary education in Chile is an education for the favored classes. Curriculum and instruction are the main causes of elimination from high school in Chile.

Smith, Harold Fred. Elementary education in Shantung, China; a study of the reorganization of the curriculum to relate it to rural life, and in connection with this, a course of education for teachers. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Harold Fred Smith, 1930. 32 p.

Social, economic, industrial, and educational conditions in rural China, with special reference to Shantung, were studied in an attempt: (1) to formulate objectives for rural education which will make the most of the peculiar advantages of rural schools while surmounting as far as possible their limitations; (2) to experiment with a socialized curriculum; and (3) to draw up curricula for the preparation of teachers on the secondary level. A study was also made of rural-extension work, and normal-school curricula in America with the idea of adapting the methods to work in China. Findings: The traditions of uselessness of education to the ordinary person, memoriter and lecture methods of study and teaching, divorce of manual and mental labor, and long hours of school, interfere with progress. Since 1920 modern education has been greatly hampered and often stopped by general political and military upheavals. Objectives for education

in America are generally applicable to China and have been fairly well formulated by Chinese educators. Rural school should be recognized and the curriculum simplified and regrouped so as to give the teacher more time. Normal training for teachers of primary schools in Shantung must remain on the secondary level for many years.

EDUCATIONAL HISTORY AND BIOGRAPHY

Ainsworth, Dorothy S. The history of physical education in colleges for women as illustrated by Barnard, Bryn Mawr, Elmira, Goucher, Mills, Mount Holyoke, Radcliffe, Rockford, Smith, Vassar, Wellesley and Wells. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, A. S. Barnes and company, 1930. 116 p.

A study of physical education in 12 women's colleges shows that it has passed from a position of considering as its responsibility merely physical condition of students, to a feeling of reponsibility for the general development of the student, calling for an increase in equipment and staff, and the development of a program of vigorous and varied activities. Teachers with superior professional training and college education are in demand. Cooperation is close between the department of physical education and the department of the college physician. Athletic competition was found to hold a more prominent place than intercollegiate sport. College departments have good opportunity to develop a program which will assist students in and after college to live in a fashion satisfactory to themselves and others.

Aleck, Adolph William. Essentials of mental hygiene in the history of education to Herbert Spencer. Doctor's thesis, 1931. New York university, New York, N. Y. 230 p. ms.

The general scope and practice of preventive mental hygiene in education prior to 1903 were taken up in this study. Findings: In nontechnical sense, preventive mental hygiene is as old as education itself, but systematic treatment thereof is modern.

Biderman, Muriel N. Content and method of literature books used in the secondary schools of New York City from the colonial period to 1925. Master's thesis, 1931. New York university, New York, N. Y. 54 p. ms.

The purpose of this study was to determine whether or not the study of literature in the secondary schools from the colonial times until 1925 had as its aim the development of grammatical sentence structure, or the development of the ideals and ideas and problems of the people, as found in the literature. Findings: Literature as taught in the past was grammar, not literature; literature aids in the development of solving and judging of life problems, grammar does not.

Bishop, Eugene Alfred. The development of a state school system: New Hampshire. Doctor's thesis, 1930. Teachers college, Columbia university, 1930. New York city, Teachers college, Columbia university, 1930. 160 p.

This study shows the development of the system of school organization, administration, and support, with emphasis upon the causes and results of varying degrees of centralization and decentralization of power and authority in control. Data were secured from the laws of New Hampshire; annual reports of the state commissioner of education, secretary of the state board of education, and the state superintendent of public instruction from 1852 to 1926; reports of local town and district school officers; and miscellaneous histories, town chronicles, and papers.

Erbacher, Sebastian Anthony. Catholic higher education for men in the United States, 1850–1866. Doctor's thesis, 1931. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1931. 143 p.

Bibliography, p. 120–29.

This study considers all Catholic institutions of higher education for boys and young men in general, exclusive of strictly styled ecclesiastical seminaries and commonly called colleges. The first part of the study deals with colleges founded before 1850; the second part takes up the new foundations, made between 1850 and 1866; while the third discusses the administrative features of the colleges of this period.

Fay, Paul Johnson. The history of science teaching in American high schools. Doctor's thesis, 1930. Ohio state university, Columbus. 517 p. ms.

A history of the extension and of the development of the aims, subject matter, and teaching methods of high-school sciences. Findings: There have been three periods in science teaching respectively characterized by informational aims; disciplinary aims; and diversification.

Greenwood, Edward D. Recreations and amusements of the colonial period. Master's thesis, 1931. New York university, New York, N. Y. 43 p. ms.

The purpose of this study was to survey the beginnings of physical and social activities of this country. The activities of the colonies were classified into the New England, Middle, and Southern colonies.

Harney, Julia C. The evolution of public education in Jersey City. Doctor's thesis, 1931. New York university, New York, N. Y. 254 p. ms.

Public education in Jersey City from its founding to 1923—background material from colonial times. Covers the history of private educational enterprises and of public education before the establishment of a board of education in 1852; later period under psychological and social background, buildings, colored schools, evening schools, organization, attendance, teacher training and the teacher staff, curriculum, aims of the system, and educational outlook.

Harney, Laura B. The history and development of aeronautics. Master's thesis, 1931. New York university, New York, N. Y. 123 p. ms.

The author has attempted to collect from reliable sources the significant achievements that have marked the milestones in the spectacular development of air transportation. He links up the influence of aviation with the various branches of education in the schools and colleges.

Mack, Henry W. Borden Parker Bowne as an educational philosopher. Doctor's thesis, 1931. New York university, New York, N. Y. 124 p. ms. Appendix: 131 p. ms.

Survey of life and works of Borden Parker Bowne, comparing his views with those of leading writers in present-day educational philosophy. Gives an evaluation of Bowne's works in light of present thought in the field.

Mussina, Malcolm V. The origin and history of the National vocational guidance association. Master's thesis, 1931. New York university, New York, N. Y. 60 p. ms.

The vocational guidance movement developed from industry and from social workers who found that youth had little preparation for life. This study describes the First national conference on vocational guidance, and the development of the National vocational guidance association.

Rankin, Marjorie. Trends in educational occupations. An examination of the waxing and waning occupations in the public school systems of certain cities in the United States from 1898 to 1928. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 83 p. (Contributions to education, no. 412)

The study deals with the types of educational positions available, their distribution, past trends, and probable implications for the future. 14 cities were studied in the investigation. Data indicate that the supply of undergraduate students does not agree with the demand for teachers, but that the supply of graduate students is close to the demand.

Riley, Emmet J. Development of the Montana state educational organization 1864–1930. Doctor's thesis, 1931. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1931. 135 p.

Bibliography: p. 132–134.

This study of the development of the state school system of Montana from its inception in 1864 to 1930 is based upon critical examination of original sources. It is an attempt to collate and systematize a mass of scattered materials that bear upon the development of a state school system.

Ross, William Edgar. The emergence of the American free public school as affected by the liberalism of the 18th century and the democratic spirit of the American frontier. Master's thesis, 1931. New York university, New York, N. Y. 70 p. ms.

Traces the rise of the high school as influenced by social factors, especially liberalism of the 18th century and democracy of the frontier. Findings: The present high-school system is founded on the principles advocated by the early liberals and the democracy engendered by primitive frontier conditions facilitated the rise of universal manhood suffrage on which the development of a free system of public schools had to depend. It was the demand of the more unfortunate classes for equal opportunity that caused the development of our present school systems.

Taff, Nollie Olin. History of state revenue and taxation in Kentucky. Nashville, Tenn., George Peabody college for teachers, 1931. 168 p. (Contributions to education, no. 85)

This study purposes: (1) to put in clear outline the development of fiscal affairs from the time when Kentucky was a part of Virginia until 1929; (2) to arrange in convenient form data that can be used in comparing one period with another, and Kentucky with other states, in respect to items of the budget; and (3) to seek for the causes underlying attempts at revision and reform and the resistance that has met these attempts.

Wiesmann, Alfred J. A comparison of the main sociological views of education of Charles Clinton Peters and Walter Robinson Smith. Master's thesis, 1931. New York university, New York, N. Y. 70 p. ms.

A survey of the writings of C. C. Peters and W. R. Smith.

EDUCATIONAL PSYCHOLOGY

(Including Teaching Technique)

Allen, Clinton M. Some effects produced in an individual by knowledge of his own intellectual level. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 98 p. (Contributions to education, no. 401)

A study—survey and experimental—bearing upon the problem of reporting to individuals the scores and quotients they make on standardized intelligence and educational tests. Discloses what practices prevail throughout the United States; what opinions more than 500 school officials and teachers have on the question; and what some of the results of informing and not informing students have been.

Barker, Margaret. A technique for studying the social-material activities of young children. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 69 p. (Child development monographs, no. 3)

This is an attempt to evaluate a technique for recording observations of the spontaneous reactions of children two to three years of age to material objects and to people.

Baron, Anna. A comparative study of color vision and color matching as related to chronological age, mental age, and intelligence quotient of children. Master's thesis, 1931. New York university, New York, N. Y. 67 p. ms.

One thousand and thirty-one children were given a color discrimination test. An additional color matching test was given to 446 children. Chronological ages ranged between six and 16, and mental ages between five and 15 years. Findings: No relationship was found between the ability to discriminate between colors and the mental age of the individual, but a marked relationship was found between the ability to match shades of the four fundamental colors and the mental age.

Barton, William A., *jr.* Outlining as a study procedure. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 115 p. (Contributions to education, no. 411)

The question to be answered was "Does a pupil learn more facts if he systematically and thoughtfully outlines the subject-matter assigned for study?" 94 pupils were paired

with an equal number of control pupils. The results of the experiment seem to indicate that outlining, in reality the analysis and organization of content, is one of the most fundamental processes in the study of content subjects.

Boretz, Nettae. Individual experiment versus pupil-demonstration method in high school general science. Master's thesis, 1931. New York university, New York, N. Y. 97 p. ms.

The purpose of this study was to test the relative effectiveness of the individual-laboratory method and pupil-demonstration method in imparting factual knowledge to general science pupils in the first year of senior high school. Data indicate that the pupil-demonstration yields better results for immediate and deferred tests than the individual laboratory method.

Boynton, Mary Louise. A study of the vitalization of the teaching of literature. Master's thesis, 1931. New York university, New York, N. Y. 83 p. ms.

A recalling of the writer's experience as teacher and student; reports from 40 college students, representing 12 colleges; reports of 100 high school students; a mirroring of class rooms in California, Ohio, and New York states, and a consideration of extracts from literature on the subject. Conclusions: Young peoples' interest in literature comes first as a result of the personality of the teacher; second, through careful selection of material; third, through presentation. Young peoples' dislike for literature comes from too much note-book work; too much ground covered in too short a time; the teacher himself is uninterested; and a tendency to use literature to teach lessons rather than train emotions.

Bray, Willis Joseph. Achievement in general chemistry as it is related to certain learning abilities. Doctor's thesis, 1931. University of Missouri, Columbia. Kirksville, Northeast Missouri state teachers college, 1931. 87 p. (Bulletin, vol. 31, no. 6, July 1931.)

This study attempts to answer the following questions: To what extent do college students entering upon a study of general chemistry know how to read chemical literature; do college students of general chemistry lack general reading ability; to what extent is ability to read chemical literature related to achievement in general chemistry; are the students handicapped by a lack of mastery of general vocabulary; to what extent is knowledge of chemical vocabulary related to achievement in general chemistry; what relationship exists between ability to read for directions and achievement in general chemistry; what relationship exists between ability to solve a chemical laboratory problem and achievement in general chemistry; what relationship exists between intelligence and ability to achieve in general chemistry; to what extent do individual students tend to differ in reading ability, in intelligence, and in achievement in general chemistry?

Brombacker, Burton Arthur. The techniques used in New York city schools as follow-ups to health inspection to guarantee health correction. Master's thesis, 1931. New York university, New York, N. Y. 84 p. ms.

Study of a number of questionnaires sent out to 633 New York City principals to determine what methods are used to correct health defects, which are found during the health day examination. Findings: Most principals use a definite method of check-up and do all they can to improve poor health. The City furnishes free clinics to take care of people who cannot afford to pay for treatment. There is a need for a greater number of clinics centrally located.

Bruce, G. V. An experiment to determine the relative effectiveness of the daily assignment method and the unit assignment method in the mastery and retention of subject matter in elementary chemistry. Master's thesis, 1931. New York university, New York, N. Y. 73 p. ms.

The study compared achievement of chemistry classes of two consecutive years; first year daily assignment, second year unit method. Findings: Pupils learn slightly better by daily assignment, but they retain better by unit method.

Cheyney, W. Walker. Rate of progress and the IQ. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. Philadelphia, Pa., University of Pennsylvania, 1930. 98 p.

The study purposes answering the question: "To what extent is intelligence the chief factor in the rate of progress of pupils from the first grade to the end of the eighth grade

of a large city school system, and to what extent are other conditions the chief factor in the rate of progress?"

Deputy, Erby Chester. Predicting first-grade reading achievement; a study in reading readiness. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 61 p. (Contributions to education, no. 426)

The purpose of the investigation was to develop a test that can be used instead of, or in connection with, a test of intelligence in order to determine those pupils who have the ability necessary to be successful in the first semester of first-grade reading. About 120 children who entered the first semester of the first grade in a public school in New York City served as subjects for this investigation. Findings: The investigation shows the possibilities of predicting first-grade reading achievement to an extent which justifies its use in beginning reading. Data indicate that first-semester reading achievement can be measured by means of objective tests instead of depending entirely upon the ratings of teachers and supervisors for measures of progress in reading during the first semester.

Ferguson, Jean May. Predicting achievement in college composition. Master's thesis, 1931. University of Chicago, Chicago, Ill. 49 p. ms.

This study attempts to discover a method of predicting future achievement from a knowledge of the student's present mental ability and achievement. Data were secured from a study of 610 freshman students enrolled in Crane junior college, Chicago, during the first semester of the school year 1930-1931. Findings: It is possible by means of a regression equation to predict accurately the semester mark in English composition of 38 per cent of the students included in the study; and it is possible to predict for 72 per cent of the students the mark below which their achievement will not fall.

Field, Helen A. Extensive individual reading versus class reading. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. 52 p. (Contribution to education, no. 394)

A study of approximately 2,000 children over a period of about five months, to determine which is more valuable in building up skills in reading in second, third and fourth grades—extensive individual reading or class reading. Findings: The two procedures are about equally effective in developing reading ability in the transition grades in typical public schools.

Fredriksen, Beatrice. A plan for the teaching of certain skills in the study of history in the New York City senior high schools. Master's thesis, 1931. New York university, New York, N. Y. 42 p. ms.

A questionnaire was sent out to all the department heads of all the senior high schools in New York City. Findings: No definite course for the training of the study skills is given in any of the New York City senior high schools and such a course is necessary.

Gordon, Hans Cochrane. The specific nature of achievement and the predictive value of the IQ. An investigation of the limitations placed upon the predictive values of Otis IQ's by the variation in the achievements of twelfth grade students in their different subjects. Doctor's thesis, 1931. University of Pennsylvania, Philadelphia. Philadelphia, University of Pennsylvania, 1931. 147 p.

This study investigates the inaccuracy in the prediction of achievement in 16 different high-school subjects. Two estimates of general ability were used: the Otis intelligence quotient, and the average score in five subjects. Findings: It is concluded that the IQ from a single intelligence test is not a satisfactory index of probable achievement in many high-school subjects.

Gross, Osce Milton. A study of coaches reactions to some of the problems of coaching. Master's thesis, 1931. New York university, New York, N. Y. 79 p. ms.

This investigation was a study of 200 coaches reactions to some of the problems of coaching as compared with the literary authorities opinions about various problems. The coaches reactions measured up creditably with the literary authorities opinions.

Halter, C. R. Arrested development of the brain, experimentally produced by irradiation in-utero, as related to maze-learning of the albino rat. Doctor's thesis, 1931. New York university, New York, N. Y. 97 p. ms.

This study was made with the hope that it might throw light not only on the clinical aspects involving human beings, but as a new method of investigating brain mechanisms. It constitutes an inquiry into possible association between brain mass and simple maze-learning ability in the common albino rat.

Hanna, Paul R. The relative effectiveness of three methods of problem solving. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y.

For this study three methods of solving problems in arithmetic were used: (1) The dependencies (graphic or diagrammatical); (2) the conventional-formula (four steps); and (3) the individual method (absence of any formal method). Twelve fourth grades and 12 seventh grades were selected for the experiment. In the final analysis of the results one would not be justified in advocating the use of the conventional-formula method nor could one say definitely whether the dependencies method has most value for aiding children to solve arithmetic problems.

Hawaweeny, Olga F. A critical study and evaluation of new type testing methods in high school history. Master's thesis, 1931. New York university, New York, N. Y. 42 p. ms.

A survey was made of the literature pertaining to the subject. A study and evaluation was made of different forms of the new type tests in history, followed by a study and evaluation of the existing new type tests in history. Findings: The new type test in history possesses the seven essential qualities of a good test. Although some of the existing tests in history have much in their favor, a large number of them are not satisfactory because they are obsolete in material used and do not test the attainment of the basic aims of history teaching.

Hendrix, S. Gertrude. Teaching devices on the high school level. Master's thesis, 1930. University of Illinois, Urbana. Urbana, Ill., University of Illinois, 1931. 42 p. (University of Illinois bulletin, vol. 28, no. 42, June 16, 1931. Bureau of educational research bulletin, no. 56.)

The purpose of this study was to collect, classify, and evaluate original specific teaching procedures being used by high-school instructors. Data were collected on six groups of high-school subjects.

Howard, Herman B. Correlation between reading and arithmetic. Master's thesis, 1931. New York university, New York, N. Y. 68 p. ms.

The purpose of this investigation was to determine the relation between the ability to solve problems in arithmetic and the ability to comprehend in reading as found in the sixth grade of the public schools of Highland Park, Tex., in 1929–1930.

Hussey, Marguerite M. Principles and methods of teaching health. Doctor's thesis, 1931. New York university, New York, N. Y. 176 p. ms.

The purpose of this study was the evaluation of present methods of teaching health by means of specific principles which are used as criteria and the establishment of general principles which should serve as guides for a methodology in teaching health.

Hwang, Pu. Errors and improvement in rating English compositions by means of a composition scale. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 67 p. (Contributions to education, no. 417)

Two composition scales were used in this study: the Hudelson English composition scale and the Van Wagenen narration scale. The results of this study seem to indicate that the best condition of rating English compositions by means of a composition scale, from the standpoint of reliability, is to rate compositions written on similar topics, showing a wide range of quality, with an objective scale of the general merit type.

Jenkins, Lulu-Marie. A comparative study of motor achievements of children of five, six and seven years of age. Doctor's thesis, 1930. Teachers

college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 54 p. (Contributions to education, no. 414)

Three hundred white children enrolled in the public schools of Montclair and Englewood, N. J., were given the motor achievement tests. They were classified according to age; five, six, and seven years. Each age group was equally divided according to sex, there being 50 children in each of the six age-sex groups. Some of the motor achievements which may be expected of five, six, and seven year old children have been shown in this study. Comparisons giving significant likeness and differences between age-sex groups have been pointed out.

Kiernan, Frances M. Field work in high-school geography in the New York area. Master's thesis, 1931. New York university, New York, N. Y. 30 p. ms.

Status of field work and suggestions for its increase and improvement. Findings: It is very feasible in the New York region because of the abundance of rich material found.

Klein, Charlotte. Frequency in the use of adjectives and the correlation between the use of adjectives and the intelligence quotient in a 5A class. Master's thesis, 1931. New York university, New York, N. Y. 41 p. ms.

This study took into consideration all adjectives both descriptive and limiting used in a 5A in Brooklyn, N. Y. There is no actual correlation between IQ and frequency in the use of adjectives, but a positive correlation exists between IQ and the use of good adjectives.

Kramer, *Sister* Mary Immaculata. Permanence of improvement and the distribution of learning in addition and subtraction. Doctor's thesis, 1931. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1931. 83 p.

Bibliography: 79–81.

This study is concerned primarily with the retention of gains made by children as a result of drill in the processes of addition and subtraction while they are participating in regular classroom work. Findings: The most economical procedure in the fixation of number associations is spirited competitive written drill; short drill periods as limited as three minutes daily are more conducive to economical learning than are periods of double or triple this length; distributed learning periods give greater permanence of results for total amount of time spent in drill than do concentrated time periods for learning; older children have a greater retentive power for such skills than have younger children.

Kuhlmann, Martha J. The relationship between vocabulary scores and school marks. Master's thesis, 1931. New York university, New York, N. Y. 27 p. ms.

Determination of correlations between scores on Terman vocabulary test and final test marks for 123 children in grade 5B. Findings: Slight but positive correlation between vocabulary and all school subjects, greatest correlation between vocabulary and reading.

Leonard, J. Paul. Practice exercises in teaching capitalization and punctuation. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 78 p. (Contributions to education, no. 372)

A summary of this study is printed in the Journal of educational research, 21: 186–90, March 1930.

Punctuation and capitalization for junior high school levels are taken up in this study. Findings: The use of practice exercises to teach punctuation and capitalization is an effective and economical method of teaching children to punctuate their own compositions. The learning gained is of a permanent nature.

Lucas, Ida Childs. A study of acceleration in the schools of Reading, Mass. Master's thesis, 1931. Boston university, Boston, Mass. 48 p. ms.

This study gives the results of a promotion plan which has been in effect in the schools of Reading, Mass., for the past five years. The types of pupils studied were

those who have been allowed to complete the work of the six grades of the elementary schools in five years; the gifted children who have taken the full six years to cover the work of the elementary school; the dull pupils who have been put into the junior high school at the end of their sixth year in school; and the pupils put on a special program who have taken seven or more years to reach the junior high school.

Lupica, Benedict. The development of a conception of relaxation through its values in various activities. Master's thesis, 1931. New York university, New York, N. Y. 57 p. ms.

Relaxation principles applicable to the ordinary man, to education, and science and to physical education and industry, were found.

McNee, Marcia Agnes. Factors related to reading achievement of college freshmen. Master's thesis, 1931. University of Chicago, Chicago, Ill. 121 p. ms.

A study of 257 college freshmen enrolled at the University of Chicago during the fall quarter of 1930–31. Findings: Intelligence is a conditioning factor in reading achievement as shown by the fact that 84.19 per cent of the poor readers and none of the good readers were found in the four lowest percentile ranks. A significant degree of relationship was shown between the scores on the three sections of the Sones-Harry high-school achievement test and their reading achievement.

Mallett, Effie B. Binet tests and the school progress of 560 children. A study of the progress of children in the primary grades over a period of years. Master's thesis, 1931. New York university, New York, N. Y. 27 p. ms.

The purpose of this study was to determine to what extent a Binet test is valuable in predicting school progress and in determining school placement of children seeking admission to the first grade. Binet tests were given to 560 children in the first grade, and a progress record kept for four years for the children tested.

Mendenhall, James E. An analysis of spelling errors, a study of factors associated with word difficulty. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 65 p.

Pupils in Public school 165, Manhattan, New York, N. Y. were tested. From 300 to 500 words were given to about 100 pupils at each grade level; list of words given was one grade level above that of pupils tested. It was found that omission of letters and substitution of letters are most prominent types of errors; the hard spot of a word is located either at the center or right of center; early syllables of a word are consistently easier to spell than later syllables. The principal source of spelling difficulty rests with a few particular letters, singly or in combinations, rather than with any general features of words such as length, etc. The writer suggests grouping words according to common visual elements and common errors.

Newlun, Chester Otto. Teaching children to summarize in fifth grade history. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y.

From this study the following conclusions seem justified: (1) Summarizing is a desirable study skill; (2) children as low as the fifth grade can be successfully taught to summarize in history by using only a portion of their class time; (3) the most important skill in summarizing is the ability to distinguish between the important and the less important for the purpose in mind, etc.

O'Shea, Harriet Estabrooks. A study of the effect of the interest of a passage on learning vocabulary. Doctor's thesis. 1930. Teachers college Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 122 p. (Contributions to education, no. 351)

The subjects for this experiment were children in the fifth, sixth, seventh, and eighth grades in public schools. The evidence produced suggests that perhaps the final conclusion should be that mild interest in a reading passage is more favorable to vocabulary improvement than either great or little interest. There were some indications that children ranked closer to their intelligence level in their amount of improvement in vocabulary on a given book as the intensity of their interest in the reading increased.

Robacker, Earl F. The relation of formal and of creative teaching to results in creative writing. Master's thesis, 1931. New York university, New York, N. Y. 77 p. ms.

The study deals with 200 cases in a controlled experiment involving junior high schools in four cities offering unusual cultural advantages. Findings: A high IQ is commensurate with outstanding creative ability and achievement in school systems where creative teaching is stressed; whereas in schools having nothing to do with creative education, there seems to be no relation between IQ and creative ability or achievement. The implication of the study is that schools of the old, formal type are by no means living up to their educational possibilities.

Sammartino, Peter. Improvement curves in the comprehension of printed French and in the acquisition of French vocabulary. Doctor's thesis, 1931. New York university, New York, N. Y. 231 p. ms.

The purpose of the study was to establish learning curves in significant phases of language learning. Findings: Plateau during the first five weeks or so of each semester; usually steady progress thereafter; upward spurt during last two weeks.

Schnyder, Dorothy M. A study of the correlation of museums with public schools in art education. Master's thesis, 1931. New York university, New York, N. Y. 66 p. ms.

A study of museum-school correlation in New York City, the historical background of the problem; its present status and relation to visual education. The data tend to show that the efficiency of the museums in organizing programs which meet the art instruction needs of the schools exceeds the efficiency with which the schools make use of the opportunities offered. Teacher opinions maintain that growth in interest, appreciation and knowledge of art principles is apparent as a result of museum-school correlation.

Serven, Edward J. The relationship of height and weight and educational achievement of school children. Master's thesis, 1931. New York university, New York, N. Y. 114 p. ms.

A total of 1,682 boys and girls, ranging in age from 5 to 16 years, in a city in New Jersey were examined. Data obtained on 1,502 children, 798 boys, and 704 girls, indicate that intelligence or school achievement does not seem to be comparable to a simple physical trait such as height or weight.

Shaffer, Laurance F. Children's interpretations of cartoons. A study of the nature and development of the ability to interpret symbolic drawings. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 73 p. (Contributions to education, no. 429)

"Ten cartoons dealing with social, political, and economic problems were presented to approximately 150 children in each school grade from grade 4 through grade 12. The question asked was, what does this cartoon mean, and the children wrote the answers. In all 1,344 children in one group interpreted the first five cartoons and 1,407 children in a second group interpreted the second five. These children were widely distributed throughout the United States. Intelligence-test data for 1,727 pupils showed no wide discrepancies from the norms."

Silver, B. Robert. An evaluation of various procedures used in meeting the needs of slow students in history. Doctor's thesis, 1931. New York university, New York, N. Y. 143 p. ms.

The purpose of this study was to select, apply, and evaluate educational procedures designed to aid students who are backward or definitely deficient in their work in the history course in a typical municipal high school. The Evander Childs high school in New York City was chosen for study.

Skalet, Magda. The significance of delayed reactions in young children. Doctor's thesis [1931]. Johns Hopkins university, Baltimore, Md. Baltimore,

Md., Johns Hopkins press, 1931. 82 p. (Comparative psychology monographs, vol. 7, no. 4, Serial no. 34, February 1931)

Four methods for measuring delayed reactions in young children were formulated in order to answer certain questions centering around the general problem. The children's responses after several trials gave interesting data as to the relative menmonic values of the stimulus given and the previous responses made by the child. 60 preschool children were used in this investigation; 49 were in the Child institute at Johns Hopkins university, 11 were obtained from the Arbutus Methodist nursery school. The first group ranged in age from two to five and one-half years; the second group from three and one-half to five and one-half years.

Stretch, Lorena B. The relation of problem solving ability in arithmetic to comprehension in reading. Nashville, Tenn., George Peabody college for teachers, 1931. 47 p. (Contributions to education, no. 87)

The purpose of this study is to increase, by special training, the problem solving ability of a group of elementary school pupils and to determine the extent to which this increase in problem solving ability is related to the comprehension in reading of these students. An experiment was conducted in the fifth grade of the Sul Ross school in Waco, Tex., from February 24, 1930, to May 23, 1930. There were 32 pupils each in the control and experimental groups.

Swartz, Bertha A. Is detention after school a more effective remedial measure for failure in geometry and algebra than independent work? Master's thesis, 1931. Pennsylvania State college, State College, Pa. 75 p. ms.

A study was made of a group of vocational boys completing the first semester of the second year of algebra during the first semester of the term 1930–1931; of a group of mixed junior and senior pupils completing the second semester of plane geometry during the school term 1930–1931; and of a group of junior vocational boys taking the first term of plane geometry during the second semester of the term 1930–1931, in the Altoona senior high school. Data indicate that detention after school is not a more effective method for correcting and preventing failures.

Thompson, Robert S. The effectiveness of modern spelling instruction. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 81 p. (Contributions to education, no. 436)

An eighth-grade elementary school of about 1,800 pupils in Brooklyn, N. Y. was studied. The test-study method of instruction was used in teaching spelling. Data were secured in ordinary course of instruction; teachers kept a record of the number of times each word of assigned weekly list was misspelled. Data indicate that too many words are taught in elementary school; the superiority of the test-study method has been too much taken for granted; and that spelling lists contain too many easy words.

Vogel, Marie. A study of immediate and delayed recall of seventh, eighth, and ninth grade pupils. Master's thesis, 1931. New York university, New York, N. Y. 99 p. ms.

A total of 156 seventh, eighth, and ninth grade pupils were used in a study of immediate and delayed recall. The particular phases of immediate and delayed recall investigated were those of grade, age, and sex differences. Findings: Recall is a highly specialized function for all types of materials learned. Girls had better recall than boys in both immediate and delayed recall. In the logical materials there was less sex difference than for other materials used. In all of the tests there was a greater degree of variability among higher grades than lower grades. Boys varied more than girls. In all series the first presented was the first recalled, the middle of a series proved most difficult. Pupils having good immediate recall were good in delayed recall; quick learners were also good in retention.

Wyckoff, Marion M. The worthy use of leisure time as an objective of teaching history in the junior high school. Master's thesis, 1931. New York university, New York, N. Y. 56 p. ms.

A study of the actual use of history in leisure time, involving an investigation of existing studies, data of 150 questionnaires, and a study of provisions for leisure time, from courses of study and 10 textbooks. Findings: History has a place in leisure time activity but indications are that slight emphasis is put upon this aim in teaching.

RELIGIOUS AND CHARACTER EDUCATION

Bell, Sadie. Church, state, and education in Virginia. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. New York, Science press, 1930. 796 p.

"This study offers an explanation of present day attitudes toward the problem of religion in education, the relation of church and state to that problem, from the point of view of historical development in a state which has been under the influence of three important political philosophies—that of union, that of separation, and that of cooperation without legal alliance between church and state."

Confrey, Burton. Secularism in American education, its history. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university press, 1931. 153 p. (Catholic university of America. Educational research monographs, vol. 6, no. 1, January 15, 1931)

Bibliography, p. 151–53.

This is a survey of the more important phases of the secularizing process extending over more than 150 years of our national life; a consideration of the civil administration in its entirety as related to schools.

Cox, *Rev.* Joseph G. The administration of seminaries, historical synopsis and commentary. Doctor's thesis, 1931. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1931. 124 p. (Canon law studies, no. 67)

The thesis takes up the fundamental elements in the system of clerical education, clerical education before the sixteenth century, the sixteenth century, legislation on seminary administration after the Council of Trent, present legislation, seminary officials, and commissions.

Donnelly, Harold I. Measuring certain aspects of faith in God as found in boys and girls 15, 16, and 17 years of age. Doctor's thesis, 1931. University of Pennsylvania, Philadelphia. Philadelphia, University of Pennsylvania, 1931. 118 p.

The purpose of this study is the development of an instrument which will measure certain phases of faith in God as found in boys and girls in the last three years of high school, grades 10, 11, and 12, or in the senior department of the church school. The test has four parts. Part 1 tests the pupil's vocabulary as related to faith in God; part 2 attempts to discover whether or not faith in God is effective in the conduct of the pupil; part 3 seeks to measure the pupil's attitude of trust or confidence in God; and part 4 deals with the content of the pupil's belief about God. The test was given to 566 Protestant church school pupils and 192 high-school pupils. The test was later revised and given to 639 Protestant church school pupils and 294 high-school pupils.

Friedman, *Mrs.* Jule Linder. Character education in the secondary schools of New York City. Master's thesis, 1931. New York university, New York, N. Y. 68 p. ms.

The purpose of the study was to present some of the opportunities offered, the procedures followed and the methods employed at the present time in the New York City high schools which teachers are finding most effective for character education.

Friesenhahn, *Sister* Mary Clarence. Catholic secondary education in the province of San Antonio, its development and present status. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1930. 97 p.

The aim of this study is to trace, as far as possible, the development of Catholic secondary education in San Antonio, and to depict as accurately as possible, its present status. The first part of the study treats briefly the development of elementary and secondary education in Texas and Oklahoma, the second part deals with conditions prevailing at the present time.

Garner, Joseph. The education of the Negro pulpit for the changing Negro pew. Master's thesis, 1931. New York university, New York, N. Y. 67 p. ms.

This study covers a period of more than five years. During this time a large number of Negro leaders in religion and education were interviewed. The opinions of perhaps 200,000 Negroes are represented. The changed attitude of the American Negro toward the "problem" demands of Negro ministers a training that will meet the new requirements of this *new* Negro.

Greth, Morris S. Leadership training through local church agencies. (A study of outcomes.) Doctor's thesis, 1930. University of Pennsylvania, Philadelphia, Pa. Philadelphia, University of Pennsylvania, 1930. 164 p.

Part 1 of this study advances 19 major outcomes as essential for efficient volunteer workers in the Evangelical Protestant churches of America. Part 2 deals with the analyses of the major outcomes from the standpoint of instruction.

Griffiths, Walter G. An evaluation of the Indian scriptures in their relation to selected principles of mental hygiene. Master's thesis, 1931. New York university, New York, N. Y. 109 p. ms.

The purpose of this thesis is to go through representative portions of the main types of Hindu religious literature and attempt to evaluate them from the viewpoint of some selected principles of mental hygiene.

Johnson, Laura E. John Locke as a religious educator. Master's thesis, 1931. New York university, New York, N. Y. 81 p. ms.

A study of the life, ideals and ideas of John Locke to evaluate him as a religious educator. Conclusions: John Locke was a very religious man with high ideals, very well educated, having a broad experience. He was a man of insight, whose influence made for progress.

MacLean, Angus Hector. The idea of God in Protestant religious education. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 151 p. (Contributions to education, no. 410)

A questionnaire study was made of 575 children in the elementary grades, to gain a knowledge of the ideas to which the Protestant churches are subjecting their children, and the methods by which they are presented.

Nichols, Claude Andrew. Moral education among the North American Indians. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 104 p. (Contributions to education, no. 427)

Bibliography, p. 101–104.

"This study presents concrete material concerning primitive education as revealed in the more recent anthropological literature." The author takes up the use of the story in Indian education, family and village education, the ideals presented in the sun dance and in military societies, and the moral teachings through religious ceremonies.

Quinn, *Sister* Mary Antonina. Religious instruction in the Catholic high school, its content and method from the viewpoint of the pupil. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. Washington, D. C., Catholic university of America, 1930. 147 p.

Bibliography, p. 143–47.

This study attempts to discover what of merit exists in present courses in religion in the Catholic high school, with the hope that the finding may serve as a working basis in the readjustment of the religious curriculum. It studies the high-school course in religion from the viewpoint of: (1) The high-school pupils; (2) the graduates of the Catholic high school; (3) the high-school teachers of religion; and (4) the clergy engaged in parochial work.

Soper, Merritt A. The actual place of the Bible in the Christian colleges of liberal arts in the United States. Master's thesis, 1931. New York university, New York, N. Y. 87 p. ms.

This survey proposes to inquire if the Bible departments in the Protestant Christian colleges are actually making a worth-while contribution to the training of Christian youth. Data were secured on 319 colleges from their catalogues and other data were obtained by questionnaires from 255 Bible instructors.

Sweet, Lennig. The measurement of personal attitudes in younger boys. Doctor's thesis, 1929. Columbia university, New York, N. Y. New York city, Association press, 1929. 58 p. (Occasional studies no. 9)

The purpose of this study was to throw light on boy character and to aid those who are interested in the moral education of youth to do their task more effectively. The study seeks to provide an instrument by which religious and character building programs may be evaluated.

Waller, Eugene Clinton. A survey of the church and independent schools and colleges of the southern Appalachians. Master's thesis, 1931. University of Tennessee, Knoxville. 98 p. ms.

Sixty-seven schools in Alabama, Georgia, Kentucky, North Carolina, Tennessee, Virginia, and West Virginia answered a questionnaire. The schools under boards controlled by, or affiliated with, some denomination, number 58. Data indicate that 85 to 90 per cent of the schools and colleges have reasonably good prospects, financially and otherwise, for the continued operation of their plants. The future of the secondary school is more secure than that of the elementary schools, but less assured than that of the colleges.

SOCIAL ASPECTS OF EDUCATION

Adams, Grace Elizabeth. Clothing expenditures of continuation school students. Master's thesis, 1930. New York universitly, New York, N. Y. 80 p. ms.

This study attempts to survey the clothing expenditures of continuation school girls in order to present data which will furnish a picture of a typical student, her age, education, parentage, occupation, and purchasing habits.

Armstrong, Clairette P. Why boys desert their homes. Doctor's thesis, 1931. New York university, New York, N. Y. 236 p. ms.

This is a case study of conditions in the lives of boys in New York City who desert their homes, to discover whether there are any characteristics which differentiate runaway boys from other types of delinquents or from unselected boys. Findings: Data indicate that family maladjustment is the general cause of a boy leaving his home and the school has an important part in stimulating this reaction.

Leonard, *Mrs.* **Eugenie Andruss.** Concerning our girls and what they tell us; or a study of some phases of the confidential relationship of mothers and adolescent daughters. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia University, 1930. 192 p. (Contributions to education, no. 430)

The purpose of this investigation was to study those phases of the confidential relationship existing between mothers and adolescent daughters that could be analyzed through the questionnaire method of approach. A questionnaire consisting of 539 different situations was given to the girls of the Wadleigh high school and the Wadleigh high-school annex, New York City, and to a small group of cooperating adolescent friends. Findings: Data seem to indicate that girls tell their mothers about half of their aspirations, ideals, and experiences with religious ideas.

McCormick, Mary Josephine. A scale for measuring social adequacy. Doctor's thesis, 1930. Catholic university of America, Washington, D. C. Washing-

ton, D. C., National Catholic school of social service, 1930. 73 p. (Social science monographs, vol. 1, no. 3, October 15, 1930)

Bibliography: p. 64–67.

The object of the study is to devise a measuring instrument adapted to the quantitative study of social adequacy. The scale consists of four major divisions dealing with the neighborhood, social history, material, and cultural conditions in the home.

Mace, Ethel Marion Carolyn. The place of the "study home" in the modern program of child care with special attention to the children's community center of New Haven. Master's thesis, 1930. New York university, New York, N. Y. 171 p. ms.

This study gives a history of child placing, and a description of institutional care and its limitations. The function of the study home is a diagnostic one. The study describes the work of the study home in New Haven.

Noonan, Kathryn D. Integration of a school and its community. A case study. Master's thesis, 1931. New York university, New York, N. Y. 49 p. ms.

The study deals with the community, its location and the character of its population; the school; the faculty; the children; the curriculum; the reorganization problem; and special activities.

Pearlman, Harry. The influence of immigration on the development of American nationalism. Master's thesis, 1931. New York university, New York, N. Y. 38 p. ms.

This study attempts to bring about a better understanding between the native American and the foreigner, and to show the great contributions of the immigrants and to point the way to true Americanization. The study gives in some detail an historical treatment of immigrant backgrounds, followed by an evaluation of the positive and negative factors introduced by immigration. The modern concept of adult education, particularly in its effect upon the diffusion of different cultures and the development of American nationalism is stressed emphatically.

Saucier, W. A. The significance of a social program for high school teaching. Doctor's thesis, 1930. Ohio state university, Columbus. 215 p. ms.

The present social situation and recent theories pertaining to the nature of intelligence were studied as a basis for a social program. It was found that the final outcome of education should be the liberation of intelligence and the development of a broad social outlook through a flexible teaching procedure.

Youngberg, Marie. Problems arising in the operation of a social work program in a midwestern rural community under the joint auspices of a board of county commissioners and a Red Cross chapter. Master's thesis, 1931. New York university, New York, N. Y. 156 p. ms.

The problem is one of determining and evaluating the difficulties involved in the joint public and private financing and administration of a social work program by the Board of county commissioners and the local chapter of the American Red Cross in a rural mid-western county. It aims to present an accurate picture of a single situation covering a period of three months in the summer of 1929.

SPECIAL GROUPS

Berger, Rose. The identification and treatment of problem children in P. S. 208, Brooklyn. Master's thesis, 1931. New York university, New York, N. Y. 122 p. ms.

Findings: Home conditions and recreational life are important factors in understanding problem children.

Caliver, Ambrose. A personnel study of Negro college students. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. 146 p. (Contributions to education, no. 484)

Carroll, Herbert Allen. Generalization of bright and dull children. A comparative study with special reference to spelling. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 54 p. (Contributions to education, no. 439)

A study to ascertain through the medium of a school subject the comparative ability of bright and dull children to generalize. The problem was approached through an analysis of the kinds of spelling errors made. Findings: Bright and dull children show marked differences of degree in the kinds of spelling errors made; they are affected differently by the length of the word and by the position of the syllable; the bright are much more likely than the dull to spell words phonetically.

Crowley, Mary Agnes Roberts. A comparison of the academic achievements of Cincinnati Negroes in segregated and mixed schools. Doctor's thesis, 1931. University of Cincinnati, Cincinnati, Ohio. 191 p. ms.

The problem involved the measurement of the influence of the segregated school with its Negro teachers and Negro associates, in comparison with that of the mixed school with its white teachers and pupils of both races, in terms of pupil achievement. The investigation was carried on in Cincinnati during the school year 1929–30. Findings: The segregated schools of Cincinnati are as effective as the mixed schools in their academic training of Negro children.

French, Cora V. One hundred discipline cases. Master's thesis, 1930. New York university, New York, N. Y. 228 p. ms.

A careful analysis of psychological examination, physical condition, social development, behavior problem, treatment and result of the 100 discipline cases to discover the contributing factors; to emphasize the necessity for understanding the causes underlying truancy, stealing, sex misconduct, and other forms of disorderly conduct in school; to stress the importance of the public schools as the first relay station where potential defectives of all descriptions, physical, mental, educational, and social, may be recognized and where treatment may be begun. Findings: The IQ's of 27 per cent of cases ranged between 90 and 99; 50 of the cases had IQ's less than 90; 74 per cent were suffering from physical defects; four-fifths of the children could plead no history among their kindred of any definable crime; 77 per cent of the cases were behavior problems and did unsatisfactory school work; 50 per cent of cases were from broken homes.

Grosscup, Ethel A. Juvenile delinquency fluctuations in areas with and without playgrounds. Master's thesis, 1931. New York university, New York, N. Y. 52 p. ms. Appendix: 17 p. ms.

This is a study of the types, extent, and fluctuations of juvenile delinquency in certain areas in Manhattan with and without playgrounds from 1920 through 1928. Findings: The mere presence of a playground has no close bearing on the amount, types, and fluctuations of juvenile delinquency in its immediate neighborhood.

Guerrieri, Anthony. Study of behavior problem cases in relation to school achievement. Master's thesis, 1931. New York university, New York, N. Y. 61 p. ms.

A study to find if there exists any correlation between problem children and their educational achievement. One hundred and thirteen children were the subjects of the study. Conclusions: Considering the problem children in a group, their achievement record stands on a very low level.

Hilleboe, Guy L. Finding and teaching atypical children. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 177 p. (Contributions to education, no. 423)

The aim of this study was to classify atypical children, to determine approximate numbers of each type and the relation of such numbers to the state's minimum program of education, to evaluate methods for their selection, diagnosis, and assignment to places in the school organization, and to indicate the procedure necessary for effective follow-up. It was found that 11 per cent of the school population deviate so markedly as to make necessary provision for their education in special classes.

Klein, Alexander. Study of sixty-five disciplinary problems in an elementary school. Master's thesis, 1931. New York university, New York, N. Y. 64 p. ms. + tests.

A study of disciplinary cases, referring specifically to intelligence, achievement, and attitude testing, supplemented by case studies. Gives some causes of disturbances and suggestions for remedial programs.

Lamkin, Irene E. Parental resistances. A study of parental resistances encountered in the treatment of problem children. Master's thesis, 1931. New York university, New York, N. Y. 180 p. ms.

Data were secured from 100 cases intensely handled over a period of six months to three years from the files of the Institute of child guidance, New York city. It was found that the problem of overcoming parental resistances is one of helping parents to resolve their underlying conflicts out of which the more superficial resistances have arisen. Ultimately the problem has its nexus in the marital relationship between the parents and leads from there down into the emotional patterns of each parent and back through the parental life history, which has fashioned those patterns. Parental resistances encountered in 75 of the 100 cases indicate need for a practical social program.

Lamson, Edna Emma. A study of young gifted children in senior high school. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 117 p. (Contributions to education, no. 424.)

The purpose of the study is to give an assemblage of facts with which to supplant popular opinions concerning the advisability of gifted children entering high school several years younger than the generality of their classmates. Fifty-six gifted children in Public school no. 165, New York City, were studied. The gifted group when compared with the control group, attained not only superior scholastic achievement, but also had a smaller percentage of failures. They do not seem to have suffered in health as a result of entering high school two years younger than the generality of their classmates.

Porter, Raymond Willis. A study of the musical talent of Chinese attending public schools in Chicago. Doctor's thesis, 1931. University of Chicago, Chicago, Ill. 167 p. ms.

Bibliography: p. 164–67.

This investigation of the musical talent of Chinese students was carried on through the cooperation of 120 Chinese individuals attending 13 public schools in Chicago. Findings: These Chinese subjects possess musical talent of the same kind as the non-Chinese subjects with whom they are compared; they seem to possess musical talent in an appreciably lower degree than do the non-Chinese subjects; there is no significant difference among the subgroups in musical talent when these Chinese subjects are grouped according to sex, to chronological age or to school status; the range of individual differences among the members of the group in the degree of musical talent possessed by each extends from very low ability to very high ability.

STUDENT PERSONNEL PROBLEMS

Bellingrath, George C. Qualities associated with leadership in the extracurricular activities of the high school. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 57 p. (Contributions to education, no. 399)

The purpose of the study was to find to what extent certain qualities are present in pupils who have been elected to positions of leadership in the extracurricular activities and to what extent they are found in pupils who are not elected to leadership.

Birnbaum, Henrietta L. The relationship between health attitudes and health behavior practices of a group of elementary school children. Master's thesis, 1931. New York university, New York, N. Y. 93 p. ms.

Two health tests were given in three different environments to determine the relationship between health attitudes and health practices: of boys and girls; in different social environments; of bright and dull groups; and in higher and lower grades. There is a relatively high relationship between health attitudes and health practices. The

relationship between attitudes and practices was higher as the neighborhood changed for the better. Health training is an important factor in influencing the health attitudes and health practices of children.

Bixler, R. Theodore. A study of resident and nonresident pupils taking ninth year junior high school mathematics. Master's thesis, 1931. New York university, New York, N. Y. 44 p. ms.

Fifty resident pupils were compared with 50 nonresident pupils by means of IQ scores, chronological ages and standardized algebra tests. No significant difference was found between the resident and nonresident pupils.

Boone, George C. Health habits and the scholastic standing of seventh grade public school pupils. Master's thesis, 1931. New York university, New York, N. Y. 38 p. ms.

The purpose of the study was to show the correlation between health habits, as practiced by the pupils, and their scholastic standing. There is very little correlation between health and safety on health practices and scholastic standing.

Bradshaw, Francis Foster. The American council on education rating scale; its reliability, validity, and use. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, 1930. 80 p. (Archives of psychology, Columbia university, no. 119)

Bibliography: p. 71–74.

This study aims to summarize briefly the tested knowledge concerning the construction, reliability, validity, and uses of rating scales as a personnel tool; to furnish an understanding of the reliability and validity of this scale under varied types of normal use; and to offer a description of procedure to be followed in constructing and testing a rating scale for use in educational personnel procedure.

Friedman, Max H. Distribution of grades in Washington Square college of New York university. Master's thesis, 1931. New York university, New York, N. Y. 36 p. ms.

A comparison of the distribution of grades with the normal distribution and a comparison of grades given by various departments and instructors with the distribution by the college and the normal distribution resulted in the following findings: Grades for the college are higher than they would be under a normal distribution; most of the departments vary widely from the normal distribution; the distribution of the various marks given by each instructor varies widely in most cases from the distribution for his department, for the college, and from the normal distribution; instructors within the same department even though teaching the same courses differ widely from one another in their distribution of grades. Study of the literature shows that wide variations in the distribution of grades is common to most colleges and departments.

Garretson, Oliver Kelleam. Relationships between expressed preferences and curricular abilities of ninth grade boys. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 78 p. (Contributions to education, no. 396)

The purpose of this study was to investigate the relationships existing between certain expressed preferences of ninth-grade boys and their abilities in academic, commercial, and technical curricula. The preference questionnaire and four prognostic tests were given to all first-term ninth-grade boys who were enrolled for the first time in three New York high schools. Tests were administered to 483 boys in the High school of commerce, on November 9, 1929; to 503 boys in the DeWitt Clinton high school on November 19, 1928; and to 596 boys in the Brooklyn technical high school on November 21, 1928.

Goll, Reinhold Weimar. The value of chronological age, mental age, number of permanent teeth, and kindergarten training for predicting promotion in the first grade. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. Philadelphia, University of Pennsylvania, 1930. 69 p.

This study attempts to determine to what extent the first-grade promotion of a school beginner can be predicted from the measurement, at the time of entrance, with

existing tests and scales, of the basic factors of chronological age, mental age, number of permanent teeth, and amount of kindergarten training. Findings: Mental age is the best basis for predicting first-grade promotion, and the addition of any of the other factors did not improve the prediction of promotion obtained through the use of mental age alone.

Gray, Howard A. Some factors in the undergraduate careers of young college students with particular reference to Columbia and Barnard colleges. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 66 p. (Contributions to education, no. 437)

This is a study of the feasibility of students being admitted to higher institutions of learning while younger than the average entrance age. A detailed analysis of individual college records of 126 boys and 28 girls who entered Columbia and Barnard colleges under 16 years of age was made. Student bodies studied were not representative of a typical liberal arts college body, and conclusions drawn from this study, therefore, are not applicable to undergraduate population of the nation. Conclusions: Young college applicants could profit from early entry and should be allowed to continue accelerated development after entry. Records indicate that young students were superior in intelligence; better prepared; exceeded older fellows in scholarships; suffered fewer failures; and received more academic honors. No set rules should be established for deciding the admission fate of the applicant who is younger than those who usually apply. Fitness for admission to college is determined primarily by applicant's demonstrated ability to achieve academic success.

Hayes, Wayland J. Some factors influencing participation in voluntary school-group activity. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y.

The results of a study of a school of 350 students showed that intelligence and participation are directly related. In the major number of cases higher intelligence is associated with greater amounts of participation; and lower intelligence, with smaller amounts of participation. By either measure of participation, girls take more part in activities than boys.

Johnston, Edgar G. Point systems for guiding, stimulating, and limiting pupil participation in extracurricular activities. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York, A. S. Barnes and company, 1930. 160 p.

An investigation of the practice of 350 schools in extracurricular activities together with a survey of pupil-participation in a typical school and the cooperative development of a point system for the school. Findings cover the types of systems in use, an analysis of practice generally in limiting participation, a study of systems used for stimulating activity, methods in use for guidance, provision for administration of a point system, and types of record forms in use.

Knode, Jay C. Orienting the student in college with special reference to freshman week. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 140 p. (Contributions to education, no. 415)

A study of origins, history, and bases of various forms of orientation. A detailed study of programs, administrative methods, and values in freshman week procedures in American colleges. Findings: Freshman week can not be looked upon as a panacea, but must be preceded by careful guidance programs in high school and followed by them in college. Freshman week, however, is almost unanimously given a high rating as a device.

Krakower, Hyman. A study of the health status of college students as indicated by medical (or health) examinations. Master's thesis, 1931. New York university, New York, N. Y. 62 p. ms.

The study deals with the health status of college students at entrance and at graduation; correlation between health status and physical proficiency tests; correlation between health status and class grades in physical education; and the health status trend from the freshman to the senior year. Findings: A decrease in number of defects from entrance to graduation; a significant correlation between physical proficiency test scores and class marks in physical education.

Lash, Dale William. A statistical study of college basketball measured in terms of basket shooting. Master's thesis, 1931. New York university, New York, N. Y. 90 p. ms.

A seven-year study involving over 50,000 shots taken by varsity, freshman, intramural, and class teams. Findings: Definite levels of performance by different classes of players were found, when improvement came during season; improvement was made from year to year; shows relationship of different positions; and various other relationships.

McGinity, Helen V. A comparative study of the EQ and the IQ as an aid in the classification of pupils. Master's thesis, 1931. New York university, New York, N. Y. 42 p. ms.

The purpose of this study is to show the relationship which exists between the EQ and the IQ in the classification of pupils.

Meyer, Edna R. The percentage and causes of student mortality and retardation at New Jersey college for women. Master's thesis, 1931. New York university, New York, N. Y. 46 p. ms.

The purpose of this study was to answer the questions on the number of students who enter college who graduate, the number who graduate within four years, the reasons so many drop out, and the causes of retardation of those who do not graduate with their class. Data were secured from four-year record cards, individual student folders, and returns from questionnaires. Findings: There was a rather stable mortality rate, averaging 32½ per cent; the largest group of students left college for personal reasons; the next largest group transferred to another institution; retardation averages 4 per cent; causes and rate of retardation closely parallel mortality.

Moise, Marian. An experiment in the measurement of personality and intelligence. Master's thesis, 1931. Tulane university, New Orleans, La. 40 p. ms.

This experiment attempts to ascertain the general trend toward some sort of correlation of the traits of introversion and extroversion, with the emotions of anger and fear, and with intelligence as determined by intelligence test scores. Sixty-one students of the Sophie Newcomb college of Tulane university recorded their anger and fear reactions for two years. They were rated by two of their instructors on introvert-extrovert qualities. In this experiment, any relationship among the traits measured is purely a chance relationship.

Murphy, Henry Martin. What uses are made of typewriting by persons who drop typewriting after completing one year of it in junior high school in Elizabeth, N. J.? Master's thesis, 1931. New York university, New York, N. Y. 95 p. ms.

A study was made of 100 cases of persons who dropped typewriting after one year of it in junior high school during the three school years from September, 1926, up to and including, June, 1929, in Elizabeth, N. J. Findings: A total disuse of typewriting was reported by 53 per cent of the 100 respondents to the questionnaire. A much higher percentage of commercial course students made use of their typewriting knowledge after only one year of the subject than did practical arts course students who elected the same course in junior high school. There is not an outstanding number of persons making vocational use of the typewriting skill learned in one year of typewriting in junior high school.

Myers, Marian. How the study of English can reinforce the guidance of ninth graders. Master's thesis, 1931. New York university, New York, N. Y. 38 p. ms.

The study takes up various phases of literature, oral and written English, as used in junior high schools in South Orange, N. J. Findings: That autobiographies, extensive reading, school newspapers and magazines, in fact any English not too formalized and looking toward the student's future is valuable guidance material when presented inspirationally.

Nelson, Elsie Redman. Guidance activities in Protestant churches. Master's thesis, 1931. New York university, New York, N. Y. 69 p. ms.

The purpose of this study was to determine to what extent the Protestant churches are participating in the growing enthusiasm for guidance activities which dominates the educational world. Data were secured from nine boards of religious education whose offices are in New York City, from books and magazine articles, and 57 checked questionnaires from clergymen of seven different denominations in seven states. Data indicate that there is a decided interest in guidance in its various phases.

Oberteuffer, Delbert. Personal hygiene for college students. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 121 p. (Contributions to education, no. 407)

A study of the curiosities, interests, and felt needs of college students in the subject matter of personal hygiene. The ranking of the various subjects showed that the topic of mental health is of the greatest importance to the body of students studied. Other subject divisions follow in this order: Physical activity; the concept of health; nutrition; professional health service; prevention of disease; sex and reproduction; skin and hair; mouth, eye, and ear; elimination; circulation; respiration; tobacco and alcohol; rest and fatigue.

O'Neil, Richard J. An experimental observational survey of the physical status of students in college. Master's thesis, 1931. New York university, New York, N. Y. 94 p. ms.

Data for this study were based on the results of a medical examination given in February, 1931, to 339 students applying for admission to a municipal institution of higher education established in 1930 by the Board of higher education of the City of New York.

Palmer, Emily G. Pupils who leave school. Doctor's thesis, 1930. Columbia university, New York, N. Y. Berkeley, Calif., University of California, 1930. 142 p. (Division of vocational education of the University of California and of the State department of education, Bulletin no. 24. Part-time education series, no. 17.)

Data were secured concerning 220 pupils of the Oakland schools. From as impartial a study of the 220 pupils as it was possible to make, the home conditions proved to be at least equally responsible with the school for the elimination which occurred.

Roberts, Mary E. Elimination from the public secondary schools of New Jersey, 1925–1929. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. Philadelphia, 1930. 251 p.

A study of elimination in the public high schools of New Jersey for the years 1925–26 and 1926–27 and the intervening summer.

Stover, Webster Schultz. Alumni stimulation by the American college president. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 127 p. (Contributions to education, no. 432)

The problem of effective alumni stimulation is one of prime interest to college presidents and alumni secretaries. This study, which traces the trend of alumni stimulation by the American college president from 1636 to 1928, will be of value to a college administrator in inaugurating an alumni program that should go a long way toward solving the particular problems of his institution's financial support.

Tomlinson, Brian Earle. A prognosis of academic success of college freshmen based on tests of intelligence and previous preparation. Doctor's thesis, 1930. Ohio state university, Columbus. 150 p.

This is a problem in higher education and represents an attempt to predict academic success of college freshmen, based on intelligence and previous preparation tests. Correlation techniques were used. Findings: The group intelligence test was the best single predictive agent for general scholarship, but the correlations were not high. For specific courses subject matter tests were much superior to the intelligence test. The

conclusion is that more attention should be given to predicting specific scholarship on the basis of tests in specific subjects. The predictions are markedly higher in the specific than in the general fields.

Trethaway, Edwin. A study of certain tests and measurements used in physical education. Master's thesis, 1931. New York university, New York, N. Y. 47 p. ms. Appendix: 8 p. ms.

This study aims to analyze the interrelationships of the Brace motor ability test, the Rogers physical capacity test, and the Leap motor test, and to determine whether they will enable a forecast of gymnastic ability with some accuracy. Findings: There is no significant relationship between the scores made by the various tests; each one apparently measures different elements of physical efficiency.

TEACHER TRAINING AND STATUS

Ade, Lester Kelly. Provisions in the state teachers colleges of Pennsylvania for laboratory-school experience in teaching in the elementary grades. Doctor's thesis, 1931. New York university, New York, N. Y. 136 p. ms.

The aim of this study was to ascertain the laboratory-school provisions of the Pennsylvania state teachers colleges and to describe them. It also attempts to show what additional provisions are needed to insure adequate laboratory-school experience for prospective teachers actually enrolled in the state teachers colleges during the 1927–28 academic year.

Bathurst, Effie G. A teachers college follow-up service—its factors and development in an unsupervised service area. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1931. 89 p.

Conclusions: Fifteen teachers colleges report a systematized post-graduation service, whose chief activity is staff visitation of graduates in the field. They point out the values received and the difficulties encountered in such service. Four universities and two state departments are attempting a similar work.

Billig, Florence Grace. A technique for developing content for a professional course in science for teachers in elementary schools. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 101 p. (Contributions to education, no. 397)

Bibliography: pp. 99–101.

A study was made of the courses in science for teachers in elementary schools offered by 146 teachers colleges and normal schools, as given in their catalogues for the years 1927–28, 1928–29. The background of training in science of 954 students enrolled in courses in science was analyzed. A technique was developed for a professional course on the collegiate level for the training of teachers in science.

Brogan, Whit. The work of placement offices in teacher training institutions. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 97 p. (Contributions to education, no. 434)

Data were collected from 60 state-supported teacher-training institutions, 71 superintendents of schools, 25 teachers college presidents and normal school principals, and 91 placement office directors. Policies for administration of placement office generally approved by persons assisting in the study were: Formulation of standards of eligibility; establishment of registration routine with required registration of all eligible students; free placement service; a placement office responsible for professional history of alumni, and maintaining reciprocal service with those of different training institutions.

Chandler, Paul G. Some methods of teaching in six representative teachers colleges of the United States. Doctor's thesis, 1929. Teachers college, Columbia university, New York, N. Y.

One hundred and fourteen class exercises in five subjects were visited in 6 state teachers colleges. The subjects were arithmetic, social science, psychology, principles of educa-

tion, and biology. A questionnaire on 46 practices was sent to 90 individuals, each outstanding in his field. The practices found in the observations and checkings are described and the extent to which they are found is compared with the opinion of the outstanding authorities.

Conger, Napoleon. Professional adjustment service rendered by teacher training institutions. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. Durant, Okla., Southeastern state teachers college, 1930. 190 p. (Southeastern state teachers college contribution to education, no. 2)

The purpose of the study was to investigate the nature and extent of systematic service which teacher-training institutions are rendering their graduates, and to formulate a professional adjustment service program for state normal schools and teachers colleges.

Cook, Harris Malone. The training of state teachers college faculties. Nashville, Tenn., George Peabody college for teachers, 1931. 143 p. (Contribution to education, no. 86)

This study is an attempt to answer the question: Are the faculty members of the state teachers colleges trained for the work they are doing? Data were secured from; transcripts issued over the signature of the registrar; certified copies of transcripts bearing the signature of the certifying officer; affidavits that the copy submitted was a true and exact copy of the original transcript; and photostatic and cameragraphic copies of original transcripts of records. A total of 1,428 complete records were used in this study. Findings: Teachers in teachers colleges who are training teachers for high-school positions have relatively the same collegiate preparation as that required for high-school teachers.

DeLong, Leo Ray. City school institutes in Pennsylvania: a study of the development and administration of the program of in-service education of teachers, with proposals for improved state control and local administration. Doctor's thesis, 1930. Columbia university, New York, N. Y. Camp Hill, Pa., Ell Ess Dee educational publishers, 1930. 147 p.

City school institutes were studied under the headings of: legal basis and development of city school institutes; development of approved equivalent types of teacher training in-service; evaluation of city institutes by superintendents and teachers; personnel and programs of city school institutes; financing of city school institutes; need for a reconsideration of the standards of state control and local administration. Conclusions: There is need for a critical professional study of the field for in-service and pre-service education of teachers, and for changes in local administration and state control.

Eavey, C. B. A study of the relation of the doctor's degree in the field of education to preparation for the teaching of undergraduate education. Doctor's thesis [1931] New York university, New York, N. Y. 143 p. ms.

The aim of this study is to discover the relation of the training undergone by candidates for the doctor's degree in the field of education to the training needed by teachers of undergraduate education. Findings: Data indicate that the work of the candidate for the doctor's degree in education is taken with too little recognition of the needs of the undergraduate teacher, especially in respect to principles and technique of teaching; too much attention is given to administration in relation to the amount given some of the basic courses such as principles of education, etc.; specialization is intensive; the student obtains little knowledge of fields of learning outside of education.

Eubank, Louis Allen. The organization and administration of laboratory schools in state teachers colleges. Doctor's thesis, 1931. University of Missouri, Columbia. Kirksville, Northeast Missouri state teachers college, May, 1931. 89 p. (Bulletin, vol. 31, no. 4)

It was the purpose of this study to give a description of present practices in the organization and administration of laboratory schools in state teachers colleges. Blanks were filled out and returned by 85 teachers colleges representing 29 states. Personal vists were made to 12 state teachers colleges in seven Central western states. The latest available catalogue from each cooperating institution was examined to obtain information pertaining to the laboratory schools.

Fox, Ethel Katherine. A study of the effectiveness of participation for student teachers in a specific situation. Master's thesis, 1931. New York university, New York, N. Y. 31 p. ms.

This was a study of the participation school at Cortland normal school. Findings: Participation contributes directly toward independent student teaching.

Gibson, Ruth T. A study of the extracurricular activities of senior high school business teachers of Missouri as a basis for suggesting the aims and subject matter of a teacher-training course in extracurricular activities for business teachers. Master's thesis, 1931. New York university, New York, N. Y. 119 p. ms.

Findings: All except seven of the 161 teachers reporting have extracurricular activities. Twelve per cent of the teachers reporting were in their first year of teaching. Thirty-four per cent of them have had no business experience; 14 per cent have less than a bachelor's degree. Missouri teachers have apparently been trained for extracurricular activities.

Hartley, Helene W. Tests of the interpretative reading of poetry for teachers of English. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 47 p. (Contributions to education, no. 433)

This study is concerned with the interpretative reading of poetry as distinguished from appreciative or critical reading. Tests were worked out at the teacher training level for use in schools of education and teachers colleges in the preparation of teachers of English.

Herring, William C. The rural teacherage; with special reference to Oklahoma. Doctor's thesis, 1931. Cornell university, Ithaca, N. Y. 202 p. ms.

The purpose of this study was to set up standards that may be used by school officials in planning new teacherages or in judging the serviceability of those already erected, with special reference to conditions in Oklahoma. Data were secured from available literature, and from questionnaires on 320 teacherages in Oklahoma.

Hildreth, Louise A. The present status of intramural physical education activities in the state teachers college of Pennsylvania. Master's thesis, 1931. New York university, New York, N. Y. 55 p. ms.

The study covered nine state teachers colleges in Pennsylvania.

Hoffman, M. David. Status of voluntary teachers' associations in cities of 100,000 population or more. Doctor's thesis, 1930. University of Pennsylvania, Philadelphia. Washington, United States Government printing office, 1931. 42 p. (U. S. Office of education. Bulletin, 1930, no. 36)

Data were secured from replies of superintendents of schools in 58 cities of 100,000 population or more, to a questionnaire asking for the names of the various teachers' associations in their cities. Data indicate that the number of associations in a city ranges from 1 to 45, with a median of three per city; they vary in function and type of membership; they have broad aims and purposes offering opportunity for expansion and adjustment to new conditions; they cooperate with professional and nonprofessional groups in a wide range of activities; they are financially sound.

Huey, Bess A. Preparation of the teacher and supervisor of public school music. Master's thesis, 1931. New York university, New York, N. Y. 59 p. ms.

A study of the program of music education provided by all state teacher-training institutions for the preparation of teachers and supervisors of public-school music. This study was a survey of current practices to determine the status of curricular offerings in the preparation of teachers and supervisors of music.

Jameson, Emily D. Physical education for the preparation of general elementary school teachers. A study of content and requirements of courses of physical education offered in 22 state teachers colleges and normal schools in

1926–1927. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 119 p.

The problem of this study was concerned with a statistical and descriptive analysis of the organization and content of courses in physical education offered during 1926–27 to women preparing to be general elementary and junior high-school classroom teachers, exclusive of those preparing to be special teachers of physical education. The purpose was to discover common practices which may be the basis of recommendations in regard to content and organization of courses for the guidance of institutions and instructors.

Kellerman, Adella F. Special qualifications for teachers in grades seven to nine. Master's thesis, 1931. Syracuse university, Syracuse, N. Y. 215 p. ms.

Data were secured by personal correspondence with accepted authorities in the field of junior high school and grammar grades on functions of education for adolescents, the strength and weaknesses of the present program, and the pressing problems and methods of procedure in collecting data for the study. A semi-intensive analysis was made of the subjective and objective opinion of teachers and administrators on the felt needs, deficiencies and types of preparation desirable, and on objective data on the status of the training of these teachers in service. The study was confined to the northern tier of States Eastern, Central, and Midwestern.

Kiely, Margaret V. Certain comparisons of students of teachers colleges and students of liberal arts colleges. Doctor's thesis [1930] Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1931. 147 p. (Contributions to education, no. 440)

Sophomores, juniors and seniors of six four-year teachers colleges are compared with those of seven four-year colleges of liberal arts engaged in the preparation of teachers. Comparisons were based on results of a series of 12 original tests dealing with general and professional knowledge, applied good judgment, and attitudes towards general and professional interests. Study revealed definite differences between the two types of students in social and economic background. Evidences of immaturity on the part of teachers college students suggests a question as to whether instruction in these institutions is as definitely collegiate in grade as that offered in the arts colleges. Weaker showing of arts students in their command of professional information warrants a question as to the efficiency of a general course with professional training as an offshoot.

Krieger, Laura B. M. Prediction of success in professional courses for teachers. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 77 p. (Contributions to education, no. 420)

A study of the possibilities of predicting success in a graduate teacher-training institution by means of an examination given at entrance. Reports the relationship between psychological tests and grades in over 50 colleges and universities.

Kriner, Harry Luther. Pre-training factors predictive of teacher success. Doctor's thesis, 1931. Pennsylvania State college, State College. State College, Pennsylvania State college, 1931. 91 p. (Penn State studies in education, no. 1)

Bibliography: p. 88–91.

The problem of this study is to find the relation of teacher success to a number of factors in evidence before entrance to professional training. The teachers used in the study were selected by the superintendent in each system on a general success basis. Data were secured through a personal interview with each teacher used in the study.

Macdonald, *Miss* Marion. The significance of various kinds of preparation for the city elementary school principalship in Pennsylvania, with implications for a program for preparing for the elementary school principalship. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 104 p. (Contributions to education, no. 416)

Findings: The median elementary school principal is a graduate of a two-year normal school and is normal certificated; 39 per cent of the principals hold degrees and 34 per cent are working for a degree. Of 462 principals only one per cent have ever taken a leave of absence or resigned for purposes of study.

McNeil, Millicent. A comparative study of entrance to teacher-training institutions. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. (Contributions to education, no. 443)

The study gives a historical review of the requirements of entrance to teacher training institutions in Switzerland, Germany, France, England and Wales, Scotland, Australia and New Zealand, Canada, Scandinavia, and the United States, from their founding to 1910; and summarizes recent changes from 1910 to the present time. The author concludes that the United States will probably exact higher qualifications of her candidates to teacher training institutions in the future, following the example of Germany and Scotland.

Morris, Lyle L. The single salary schedule. An analysis and an evaluation. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 79 p. (Contributions to education, no. 413)

Answers to the following questions were sought: (1) What is the effect of the single salary schedule upon the training of teachers? (2) What measures other than training and experience are used and how are they used? (3) How does the amount expended for teachers' salaries in single salary cities compare with that in regular cities? and (4) What are the administrative problems involved? When the two groups of cities were compared in respect to the training of the teachers, it was found that the elementary teachers of the single salary cities were better trained than were those of the regular salary cities.

Newmark, David. A study of a class in the Philadelphia normal school. Doctor's thesis, 1931. University of Pennsylvania, Philadelphia. Philadelphia, Pa., Westbrook company, 1931. 125 p.

This investigation is a study of the relation between evidences of success in the Philadelphia normal school and student characteristics.

Pendergast, Helen Ann. A study of student-teaching in physical education in institutions offering a major course for women. Master's thesis, 1931. New York university, New York, N. Y. 106 p. ms.

A study of some of the practices in the organization, administration, and supervision of student-teaching—requirements, year, credit, amount of practice, prerequisites and requisites, observation, agencies used, size of classes, types of teaching, the supervisor, her load, conferences, lesson plans, rating of teachers, system of grading. Gives the prevalent tendency in practices concerning these items in 53 institutions.

Rightsell, Raymond M. A study of the training of general science teachers of Wisconsin in the special sciences. Master's thesis, 1930. University of Cincinnati, Cincinnati, Ohio. Stevens Point, Wis., Central state teachers college, 1930. 39 p. (Bulletin, ser. 3, no. 11)

The purpose of the study was to determine the beyond high school training in the special sciences received by the teachers of general science in the secondary schools and to compare the relative amount of training in each science with the relative amount of space devoted to it by the general science textbooks used. Answers to a questionnaire were received from 369 high schools in Wisconsin. Data indicate that the universities are supplying teachers for the large high schools and the normal schools for the smaller ones.

Robinson, Clara L. Psychology and the preparation of the teacher for the elementary school. A survey and an analysis of practices in the teaching of psychology in certain professional schools for the preparation of teachers. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 121 p. (Contributions to education, no. 418)

Data for this study were collected from 80 per cent of the states, from new and old schools for teacher training, and from two sources in many of the schools. Data were secured from which to determine the trends in the teaching of psychology in professional schools for the preparation of elementary school teachers; a survey was made of present practices. Information was obtained directly from inservice teachers as to their difficulties.

Rutledge, Samuel A. The development of guiding principles for the administration of teachers colleges and normal schools and the development of administrative practices consistent with these principles. Doctor's thesis, 1930. Teachers college, Columbia university, New York, N. Y. New York city, Teachers college, Columbia university, 1930. 107 p. (Contributions to education, no. 449)

In order to formulate a body of principles for guidance in the administration of teachers colleges and normal schools, it was decided to obtain the judgment of 15 men outstanding in each of the following fields: Professors of school administration and state commissioners of education; professors of normal school education and state directors of teacher preparation; and presidents of some of the outstanding teachers colleges and normal schools of the country. Thirty-six replies were received. Ninety-six principles for guidance were formulated and validated. The study showed the need for the body of guiding principles formulated and validated as there was a wide range of disagreement found among presidents of teachers colleges and normal schools from 36 states, as to the necessity of performing duties deduced from the principles.

Tewksbury, Mary Adeline. Certification of public-school teachers in the United States. Master's thesis, 1930. University of Washington, Seattle. 105 p. ms.

The purpose of this study was to investigate and attempt to discover the present tendencies in certification of elementary, junior, and senior high-school teachers.

Tree, Ethel M. A suggested annotated reading list for a high-school dean of girls. Master's thesis, 1931. New York university, New York, N. Y. 40 p. ms.

The purpose of the study was to determine a basis upon which an annotated reading list for a high-school dean of girls might be constructed and to suggest such a list.

Yeend, Elizabeth Widdecombe. A study of the graduate placement and training of four undergraduate women's physical education departments in New York State. Master's thesis, 1931. New York university, New York, N. Y. 48 p. ms.

This study aimed to collect and analyze material, through a study of positions, salaries, executive and instructional duties, training, entrance requirements, and expenses, from graduates for the last four years of four undergraduate women's major physical education departments in New York State.

Zeigel, William Henry. Some factors affecting teacher supply and demand in Missouri. Doctor's thesis, 1930. University of Missouri, Columbia. Columbia, University of Missouri, 1930. 62 p.

The purpose of the study was to bring together as many facts bearing on the general problem of teacher supply and demand in Missouri as time, finance, and available state records permitted. The study is concerned primarily with the status of both the experienced and inexperienced public school teachers in Missouri, excepting the teachers of Kansas City and St. Louis, who taught in 1929–30.

Abstracts and Annotated Lists of Theses

Colorado. University. Abstracts of theses for higher degrees, 1930. Boulder, 1930. p. 43–118. (University of Colorado bulletin, vol. 30, no. 11. General series, no. 286, October 1930. University of Colorado studies, vol. 18 no 2.)

Edwards, *Mrs.* **E. D.** Digest of theses accepted in partial fulfillment of requirements for higher degrees in education at the University of California, May and August, 1930; December, 1930. University high school journal, 10: 251–65, December, 1930; 11: 14–19, May, 1931.

Good, Carter V., Collins, Walter L., *and* **Gregory, Chester A.,** *comps.* Abstracts, graduate theses in education, Teachers college, University of Cincinnati, 1927–1931. Cincinnati, Ohio, University of Cincinnati, 1931. 396 p. vol. 1.

Gregg, R. T., *and* **Hamilton, T. T.** Annotated bibliography of graduate theses in education at the University of Illinois. Urbana, Ill., University of Illinois, 1931. 80 p. (University of Illinois bulletin, vol. 28, no. 40, Bureau of educational research bulletin, no. 55)

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